

Move Well, Move Often:

Developing the physically literate child through
the lens of fundamental movement skills

Book 1 - Skills and Activities



This resource has been designed by members of the Professional Development Service for Teachers. Its sole purpose is to enhance teaching and learning in Irish primary schools and will be mediated to practising teachers in the professional development setting. Thereafter it will be available as a free downloadable resource on pdst.ie/publications and scoilnet.ie/pdst/physlit for use in the classroom. This resource is strictly the intellectual property of PDST and it is not intended that it be made commercially available through publishers. All ideas, suggestions and activities remain the intellectual property of the authors (all ideas and activities that were sourced elsewhere and are not those of the authors are acknowledged throughout the resource).

It is not permitted to use this resource for any purpose other than as a resource to enhance teaching and learning.

Any queries related to its usage should be emailed to: info@pdst.ie



© PDST 2017

This work is made available under the terms of the Creative Commons Attribution Share Alike 3.0 Licence <http://creativecommons.org/licenses/by-sa/3.0/ie/>.

You may use and re-use this material (not including images and logos) free of charge in any format or medium, under the terms of the Creative Commons Attribution Share Alike Licence.

Please cite as: PDST, Move Well, Move Often: Developing the physically literate child through the lens of fundamental movement skills. Book 1 - Skills and Activities, PE Curriculum, Dublin, 2017.

CONTENTS

Introduction page 004

Locomotor Skills

Walking page 007

Running page 019

Hopping page 033

Skipping page 047

Jumping page 061

Dodging page 081

Side stepping page 095

Stability Skills

Balancing page 109

Landing page 123

Manipulative Skills

Catching page 137

Throwing page 151

Kicking page 165

Striking with the hand page 179

Striking with an implement page 193

Index page 207

INTRODUCTION

This resource is intended to contribute to the development of the physically literate child. It has been designed to complement the teaching of the Irish Primary School Physical Education (PE) Curriculum and aims to provide a range of tools to support the teacher in teaching fundamental movement skills (FMS) throughout the primary school. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives (Whitehead, 2016).

It is not intended that the development of FMS replaces the Physical Education (PE) lesson. Rather, it is intended that this skill development is integrated into the PE lesson in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. It is suggested that the teacher introduces a maximum of two teaching points per skill during each PE lesson.

This is an interactive resource comprising a teacher guide, three teacher resource books and supplementary online material. Each book outlines teaching and learning approaches for fifteen FMS.

For more detailed teacher guidance please refer to the 'Teacher Guide' accompanying this book. Access to this resource and additional activities are also available online at www.scoilnet.ie/pdst/physlit



Each teacher resource book outlines teaching and learning approaches for the following fundamental movement skills (FMS):





Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none">• Walking• Running• Hopping• Skipping• Jumping for height• Jumping for distance• Dodging• Side stepping	<ul style="list-style-type: none">• Balancing• Landing	<ul style="list-style-type: none">• Catching• Throwing• Kicking• Striking with the hand• Striking with an implement

The activities that are outlined to develop and consolidate these skills are differentiated across the three books. For example, the activities in Book 1 are generally aligned to the infant classes, the activities in Book 2 are generally aligned to the junior/middle classes, the activities in Book 3 are generally aligned to middle/senior classes.

It is important to teach a balanced range of locomotor, stability and manipulative skills across the year.

Schools should select the number of skills for development in any given year, in accordance with pupils' needs and aligned with the school plan.

Within each skill the teacher will be provided with:

- **Equipment** - a list of the equipment needed for the activity.
 - **Description** - how to set up and play the activity.
 - **Variations** - suggestions for differentiation.
-  **Key Words** - vocabulary associated with the skill.
-  **Téarmaí as Gaeilge** -foclóir a úsáid go neamhfhoirmiúil i rith an cheacht.
-  **Tips** - organisational and safety tips to maximise learning.
-  **Take Home** - an optional activity to reinforce learning outside of the PE lesson.

In recording their learning in a PE journal, pupils can reflect on and consolidate their learning, in addition to documenting their physical literacy journey.

The following icons are used in the activity descriptions to outline opportunities for linkage across PE strands.



This resource is intended to be available to the whole school community. It is recommended to keep these resources in a common sharing area where all staff members have access to them. This resource and additional support materials are available online at www.scoilnet.ie/pdst/physlit.

WALKING

Siúl

Walking is the most basic of locomotor skills, it involves the transfer of weight from one foot to another while moving either forwards or backwards. A key feature of walking is the absence of a flight phase with one foot in contact with the ground at all times. As probably the most used fundamental movement skill, walking appears in every facet of everyday life. Walking to school, recovering between more intensive movements in game situations, recreational activities, and moving from one room to another at home are all examples of the need for proficient walking technique.



Things to consider

Walking technique is often taken for granted, however, it is an important precursor to other fundamental movement skills and should be given adequate attention.



Walking, weight transfer, posture, movement, locomotor skill, arm swing



Siúl • aistriú meáchain • iompar an choirp • gluaiseacht scil ghluaiseachta • luascadh láimhe

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils practise the skill of walking through exploration and experimentation. Characteristics of walking at the exploring stage:

- bouncy or uneven walking action
- arms tend to swing excessively and are held out from the body to help balance
- feet are too close or too far apart
- toes tend to be turned either in or out
- head is too far forward.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise walking at different speeds, levels and directions on their own and with others. Characteristics of walking at the developing stage:

- walking pattern is more even
- arms swing in opposition to the legs but are still a little stiff
- stride length is inconsistent
- posture is still incorrect, with head falling forward and body not straight.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils should be able to master the skill of walking. Walking with rhythm and efficiency should be evident and applied in a variety of contexts. Characteristics of walking at the mastering stage:

- walking action is smooth and even
- good posture is evident with head up and body straight
- arms swing naturally in coordination with opposite leg
- toes face forward and stride length is consistent.

TEACHING POINTS FOR WALKING



Maintain good posture with body straight, walk tall, head in line with the spine and looking forward



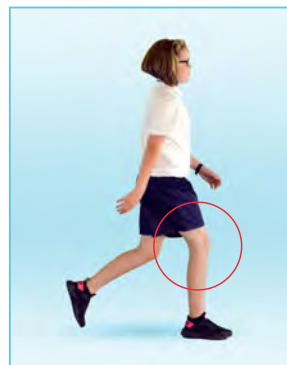
Arms swing in a small natural arc in opposition to the feet



Step with toes facing forward



When planting the foot use a heel-to-toe action



Knees should bend slightly when the foot makes contact with the ground



Introducing the skill of walking

Try to walk...	Effective questions
• forwards	<i>What are your eyes looking at?</i>
• backwards	<i>How are you looking where you are going?</i>
• sideways	
• without moving your hands	<i>What are your hands used for?</i>
• without bending your knees	<i>How much should your knees bend?</i>
• tall like a giraffe	
• small like a mouse	<i>Which is better, how tall should you be?</i>
• on your toes only	
• on your heels only	<i>What feels comfortable, can you use both?</i>
• in slow motion	
• as fast as you can without running	<i>What happens to technique?</i>
• like a robot	
• along a line	
• in a circle	
• with correct technique	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking down when walking	Head up, walk tall
Left arm swings with left leg and vice versa	Opposite actions, right arm swings with your left leg and left arm swings with your right leg
Ball of the foot making first contact with the ground	Walk using a rolling action from heel to toe

Walking Rubric

	Exploring	Developing	Mastering
Legs	<ul style="list-style-type: none"> • Feet are too close or too far apart • Toes tend to be turned either in or out 	<ul style="list-style-type: none"> • Stride length is inconsistent 	<ul style="list-style-type: none"> • Toes face forward and stride length is consistent
Arms	<ul style="list-style-type: none"> • Arms tend to swing excessively and are held out from the body to help balance 	<ul style="list-style-type: none"> • Arms swing in opposition to the legs but are still a little stiff 	<ul style="list-style-type: none"> • Arms swing naturally in coordination with opposite leg
Action	<ul style="list-style-type: none"> • Bouncy or uneven walking action 	<ul style="list-style-type: none"> • Walking pattern is more even 	<ul style="list-style-type: none"> • Walking action is smooth and even
Head	<ul style="list-style-type: none"> • Head is too far forward 	<ul style="list-style-type: none"> • Posture is still incorrect, with head falling forward and body not straight 	<ul style="list-style-type: none"> • Good posture is evident with head up and body straight



ATHLETICS



DANCE



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to find a space in the playing area. Pupils must respond to the different instructions from the remote control (the teacher) by performing the corresponding action.

- play = walk around the room
- pause = freeze on the spot & hold a balance
- rewind = walk backwards carefully
- fast forward = walk as fast as possible
- slow motion = walk as slowly as possible
- record = make funny faces at classmates
- volume up = Jump up
- volume down = crouch down
- change channel = new type of movement (hop, skip, side step, etc).



Variations

- Arrange the pupils in small groups. Invite each group to find a space in the playing area. Invite one pupil in each group to be the remote control. After a designated time, swap roles and repeat the activity until each pupil has had a turn to be the remote control.

Equipment

An open playing area



- Encourage pupils to look over their shoulder when walking backwards.
- Ensure pupils move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- In your PE journal, draw a picture of you walking into school this morning.



orduithे an mhúinteora • siúl timpeall • reoigh ar an spota • siúl ar gcúl • cur siar • mallghluaiseacht



ATHLETICS



DANCE



GYMNASTICS

Description of Activity

Invite pupils to find a space at one end of the playing area. On a signal, pupils begin walking around the area. On a second signal, pupils freeze and the teacher calls out the name of an animal such as snake, monkey, elephant, giraffe, frog, zebra, cheetah, gazelle, rabbit, lion etc.

Pupils then move towards the opposite end of the playing area moving like that animal. When the pupils reach the far end of the playing area, they begin walking again until they hear the signal and the activity is repeated with another animal.



Variations

- Invite pupils to add sounds to go along with the animal.
- Alter the theme for the animals e.g. zoo, farm, ocean, etc.
- Arrange pupils in pairs. Each time the pupils hear the signal, one pupil performs an animal movement and the other pupil has to guess what the animal is. Swap roles and play again.

Equipment

An open playing area



- **Ensure pupils move safely within the playing area and avoid making contact with each other.**
- **Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.**



- In your PE journal, draw a picture of your favourite animal walk.



- spás oscailte • conas a ghluaiseann an t-ainmhí? • bunscoilleana gluaiseachta
- nathair • moncaí • eilifint • sioraf • frog • séabra • síota • coinín • leon



ATHLETICS



DANCE



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to find a space around the playing area. When the music starts, pupils walk around the playing area holding up an imaginary steering wheel. Teacher calls out the commands outlined in the list below for the pupils to follow.

- Red: stop, • Green: go, • Yellow: slow down, • Windshield wipers: sway your arms back and forth, • Brakes: balance on one foot, • Window: roll down one window and wave to the pedestrians, • Speed Bumps: jump, • Bumpy Ride: gallop.



Variations

- Vary the type of transportation used e.g. aeroplane, train, bicycle etc.
- Invite the pupils to create new commands.
- Arrange pupils in pairs. Both pupils drive around side by side, taking turns to provide the command for the other pupil.
- Give each pupil a hoop to place around their waist. Hold each side of the hoop at waist height while they move around the playing area.

Equipment

An open playing area, music and speakers (*music suggestion: "Drive My Car" by The Beatles*)



- Ensure pupils move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- In your PE journal, draw a picture of you crossing the road safely.



- málaí pónairí • stáisiún traenach • ag puthaíl • scileanna ghluaiseachta • luas



ATHLETICS



DANCE



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of six and give each group a different coloured beanbag. Each group places their beanbag somewhere in the playing area. The beanbag now becomes their train station. Each group forms a train behind a leader and walks around the playing area. On a signal, each train must walk in line to its train station. The leader moves to the back of the train, and the second pupil in line now becomes the leader placing the beanbag somewhere in the playing area. The train continues walking until they hear the signal. Repeat the activity until each pupil in the group has had a turn to be the leader.



Variations

- Invite pupils to explore different ways of walking like a train, e.g. chug slowly up a hill, shuffle quickly down a hill, crouch down through a tunnel and arch up high over a bridge.
- Arrange the pupils into smaller groups and place more train stations around the area.
- Use the same colour for each train station, and pupils must walk to any train station in the playing area.
- Pupils can perform actions such as jumping jacks, lunges, star jumps etc. when they are in the train station.

Equipment

An open playing area, different coloured beanbags



- Ensure trains move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- Invite pupils to use their own personal items (e.g. Teddy bears) to create their own train route at home.



málaí pónairí • stáisiún traenach • ag puthaíl • scileanna ghluaiseachta • luas



ATHLETICS



DANCE



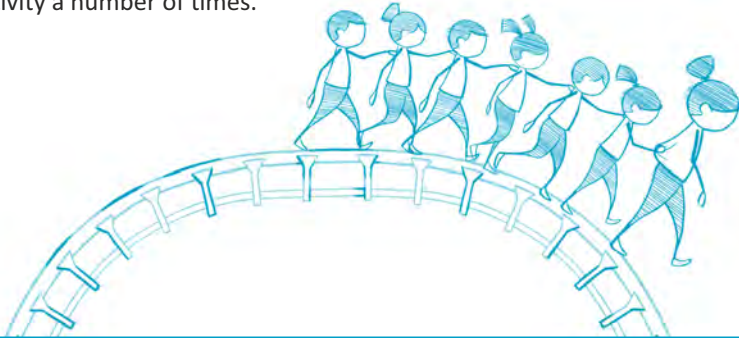
GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Invite all pupils to line up in the middle of the playing area, with their hands on the shoulders of the pupil in front of them. The pupil at the front of the group is the rollercoaster driver. They must lead the group around the space by walking. They may also include rollercoaster actions like dips, turns, accelerations, swerves and stops that the rest of the rollercoaster must perform. On a signal, the pupil at the back of the rollercoaster runs up to the front and becomes the driver. Repeat the activity a number of times.



Variations

- Change the theme of the activity to a gigantic snake, a slimy worm or a clever caterpillar.
- Arrange the pupils in smaller groups. Each group is an independent rollercoaster with its own driver.

Equipment

An open playing area



- The driver of the rollercoaster must ensure that all carriages are joined together and no one gets left behind.
- Ensure rollercoasters move safely within the playing area and avoid making contact with each other.
- Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.



- Take something that you have learned about walking and teach it to someone that lives in your house.



ag siúl i dtreo • duine i ndiaidh duine • rollchóstóir • tumadh • casadh • luasghéarú • clonadh ar chlé



ATHLETICS



DANCE



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to find a space in the playing area and find a line to stand on. Pupils walk along the line, changing direction when they come to an intersection. If they meet another pupil coming towards them, they must walk on the spot and give the other person a high five, then turn and walk back the way they came from. After a period of time, pause the activity and invite pupils to find a new line in the playing area.



Variations

- Vary the fundamental movement skill used to move, e.g. hopping or skipping.
- If there are no line markings on the ground encourage pupils to walk in a straight line for ten steps then change direction. If they meet someone they must give them a high five.
- Alternatively, use chalk to draw lines on the playing surface, or place a series of criss-crossing skipping ropes on the floor.

Equipment

An indoor or outdoor playing area with line markings



- **When the pupils are turning they should be encouraged to pivot on the ball of their foot, keep their heads up, walk tall and swing their arms waist high.**
- **Pause the activity at intervals to focus on the specific teaching points for walking in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in isolation and then return to the activity. Provide feedback to individual pupils as they demonstrate good walking technique during the activity.**



- **Sometimes when we are walking we need to turn quickly. Practise this at home in your hallway, kitchen or garden.**



- **ag seasamh i líne • bealaí éagsúla • ag bualadh le duine • bosa in airde • uirlis rithime • suíomh na ndaltaí**

RUNNING

Rith

Running is a similar action to walking except there is a moment of suspension called the flight phase when both feet are simultaneously off the ground. Momentum is achieved when force is created by the back leg driving off the ground. The greater the force created and applied in a given direction, the faster the run will be. The skill of running includes jogging, sprinting, dodging and evading. The ability to run is essential to perform a wide range of activities in both everyday life and sporting contexts. Whether it is sprinting in a race or running for pleasure, chasing a football or trying to catch a butterfly, it is essential that everyone develops a proficient running technique.



Things to consider

When practising running ensure that activities are done in an open playing area. If an enclosed area is used, then make sure that there is adequate space between pupils and also a large enough runoff safety area to allow pupils the opportunity to slow down and stop.



Running, flight phase, momentum, leg drive, safety, L-shaped arms, accelerating, high knee lift, stride length



Rith • tréimhse eiltle • móiminteam • brúigh coise • sábháilteacht • brostú • ardú glúine • fad abhóige

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring different speeds of running, in a variety of directions and on various levels. Characteristics of running at the exploring stage:

- knee lift and kick back is limited
- arm swing is wild and away from the body, with 90 degrees not being maintained at the elbow
- no obvious flight phase
- head is unstable.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise running efficiently at different speeds in different directions. The skill is applied to a variety of mini games and activities.

Characteristics of running at the developing stage:

- knee lift is higher but not yet parallel. Back leg is extended to push off and give more momentum
- arm swing increases, is closer to the body and is more in tune with leg movement
- limited flight phase.

Mastering stage

Tréimhse Máistríche



At this stage, pupils are running with efficient technique and applying the skill in a variety of contexts such as, running for a sustained period of time, sprinting, engaging in dodging and evading activities and applying the skill naturally in a sporting context. Characteristics of running at the mastering stage:

- stride is a good length, arms and legs are in rhythm and head is stable
- high knee lift and leg kickback is evident
- obvious flight phase
- feet land along a narrow pathway.

TEACHING POINTS FOR RUNNING



Hold the head up,
stable and eyes
looking forward



Elbows bent at
90 degrees



Drive arms backwards
and forwards vigorously
in opposition to the legs.
Ensure arms stay close to
the body, 90 degree angle
remains at the elbow and
the drive comes from the
shoulders



High knee lift with the
thigh almost parallel to
the ground

TEACHING POINTS FOR RUNNING



The kick back should be close to the buttocks (at least 90 degrees)



Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only



Lean slightly forward when accelerating and slightly backwards when slowing down



Introducing the skill of running

Try to run...	Effective questions
• tall like a giraffe without bending your knees	<i>What position should your body be in?</i>
• small like a pixie bent over at the waist	
• without moving your arms	<i>Try to make an L with your arms - is it possible?</i>
• looking at the sky/looking at the ground	<i>Where should you look?</i>
• on your tiptoes/flat footed	<i>How should you land/take off?</i>
• forwards/backwards	<i>If running backwards look over shoulder</i>
• as fast as you can on the spot	<i>What are arms and knees doing?</i>
• along a different path to everyone else	
• for as long as you can	<i>What happens to technique when you - get tired or get competitive?</i>
• as fast as you can	
• in front of/behind a partner	
• holding hands	
• using all the correct technique outlined	Let's put it all together!



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down or head moving from side to side	Head up, look forward, no wobbly head movements
Excessive rotation of the trunk	Ensure your chest is facing forward, breaking the finish line tape
Arms swinging wildly out from, or across the body	Keep your arms L-shaped, close to your body, pump backwards and forwards
Not lifting the knee high enough resulting in a shortened stride	Encourage longer strides, 'knee up, extend your foot out, down'
Leaning too far forward when running	Run tall, head up, chest out
Eyes looking at the ground or feet	Head up, eyes forward
Legs too far apart and flat footed	Run a narrow pathway, follow an imaginary line

Running Rubric

	Exploring	Developing	Mastering
Legs	<ul style="list-style-type: none"> • Knee lift and kick back is limited 	<ul style="list-style-type: none"> • Knee lift is higher but not yet parallel • Back leg is extended to push off and give more momentum 	<ul style="list-style-type: none"> • Stride is a good length • High knee lift and leg kickback is evident • Feet land along a narrow pathway
Arms	<ul style="list-style-type: none"> • Arm swing is wild and away from the body, with 90 degrees not being maintained at the elbow 	<ul style="list-style-type: none"> • Arm swing increases, is closer to the body and is more in tune with leg movement 	<ul style="list-style-type: none"> • Arms and legs are in rhythm
Flight	<ul style="list-style-type: none"> • No obvious flight phase 	<ul style="list-style-type: none"> • Limited flight phase 	<ul style="list-style-type: none"> • Obvious flight phase
Head	<ul style="list-style-type: none"> • Head is unstable 		<ul style="list-style-type: none"> • Head is stable



ATHLETICS



DANCE



GAMES

Description of Activity

Invite pupils to spread out within a large defined playing area. The teacher adopts the role of 'Cari' and guides pupils to explore different running techniques by using the following commands:

'Cari on running... leaning backwards; leaning forwards; quickly; slowly; heavily on your feet; lightly on your feet; with long bouncy strides; with high knees; with long arms; with fast arms; with arms swinging across your chest; alongside a partner; following a leader; over an imaginary object; etc.'

After a number of commands, select a pupil to adopt the role of Cari.



Variations

- Vary the locomotor skill used to move in the space, e.g. walk, skip, hop, jump etc.
- Arrange the pupils in pairs and invite them to take turns providing running instructions for each other.

Equipment

A defined hard or grass area, a coloured bib



- Use Cari's commands to identify what is correct and incorrect running technique.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- In your PE journal, draw one picture of you running.



- ag triail • slite éagsúla • cur síos ar na treoracha • eiseamláirí • ag rith go mall • go héadrom • lámha ag luascadh

Description of Activity

Invite pupils to find a space in a large open playing area where they are not in contact with anyone else. On a signal, pupils move around the playing area in response to the following commands.

- Red: stop
- Amber: walk
- Green: run



Variations

- Change the instructions for each colour, e.g. amber: move on hands and feet.
- Invite pupils to perform a balance when red is called.
- Change the vocal commands to whistle commands e.g. short whistle for green, three short whistles for amber and one long whistle for red.

Equipment

An open playing area



- Ensure pupils exercise caution when running. Invite them to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst and they will have to stop and spend five seconds blowing it back up again.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Create your own commands for green, red and amber. Practise with a friend in the yard.



- dearg = stad • oráiste = bígí ag siúl • glas= bígí ag rith • éist le treoir an mhúinteora



ATHLETICS



GAMES

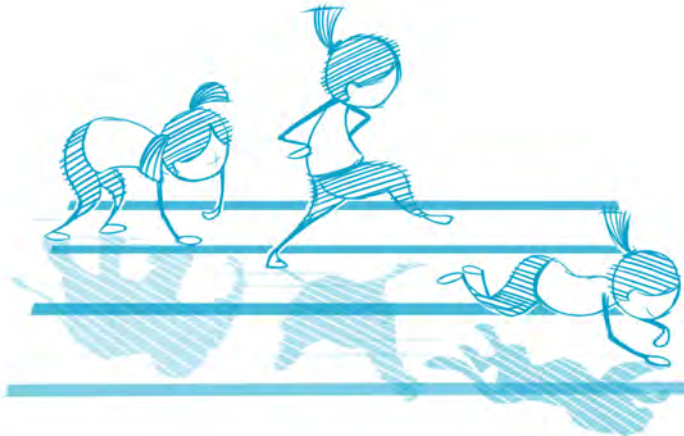


OUTDOOR &
ADVENTURE

Description of Activity

Invite pupils to move freely around the playing area using the movements of a particular animal suggested by the teacher, e.g. a bunny (hopping); a seal (sliding); a snake (slithering), an emu (running); a kangaroo (jumping) or a crab (crawling). After a period of time, invite pupils to select their own animal movement and to move freely around the area.

Now focus on animals running. Select a range of animals such as a cheetah, an elephant, a chicken or a hippo. Invite pupils to identify differences in the running techniques of the various animals. Investigate the elements that help the animal to run faster and similarly the elements that may slow them down.



Variations

- Arrange pupils in pairs, with each pupil having to guess the other's animal.

Equipment

An open playing area



- **Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.**



- Show someone at home what you learned about running today.



- ainmhithe éagsúla • coinín ag preabadh • rón ag sleamhnú • nathair ag sliodarnach • éamú ag rith • kangarú ag léim • portán ag lamhacán



Description of Activity

Arrange pupils in groups of four. Each group lines up behind a hoop at one end of the hall. Place a large variety of equipment (beanbags, balls, etc) at the other side of the playing area. On a signal, the first pupil in each group must run out, select any piece of equipment from the opposite end of the playing area, and return to their group. Only when they have placed their piece of equipment softly into their hoop can the next pupil run to retrieve another piece. The team with the most items at the end of the activity wins.



Variations

- Call out specific colours of equipment so the pupils can practise identifying the colours.
- Vary the locomotor skill used to retrieve the equipment, e.g. run, hop, skip, jump, side step etc.
- Arrange the pupils into four groups and place one group in each corner of the playing area. Place the equipment in the centre of the playing area. Once the equipment has been retrieved from the centre, pupils may steal equipment from other groups hoops.

Equipment

An open playing area, a variety of PE equipment including hoops, beanbags, balls of various sizes, rackets etc.



- Ensure that there are enough pieces of equipment for each pupil to retrieve at least one item and ensure the equipment is spaced out to reduce the possibility of pupils colliding.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Practise running at home in your garden or in a safe space in your house. Teach the correct technique to someone who lives with you.



- spás oscailte • conas a ghluaiseann an t-ainmhí? • bunscoilleana gluaiseachta • nathair • moncaí • eilifint • sioraf • frog • séabra • siota • coinín • leon

Description of Activity

Invite pupils to find a space in the playing area. Invite two pupils to be the taggers who wear a bib. A third pupil, carrying a hoop, acts as the lifesaver. The remaining pupils run freely around the playing area. When a pupil is tagged they must freeze with their arms stretched high above their head. To be set free the lifesaver must place the hoop over a tagged pupil's head and move it down their body towards the ground. The freed pupil then becomes the lifesaver.



Variations

- Increase the number of lifesavers or taggers in the activity.
- Pupils perform a balance when tagged.
- Vary the locomotor skill used to move around the space, eg. hop, skip, walk, etc.

Equipment

An open playing area, hoops and bibs



- Ensure that there is enough space for all pupils to move around safely.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Ask a grown-up at home to teach you a running game that they used to play when they were younger.



beirt thóraí • fonsa • garda tarrthála • lámha in airde



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Arrange the pupils in groups of four at one end of a large playing area. Scatter a full set of cones throughout the playing area and randomly place bean bags under some of the cones. On the teacher's signal the first pupil from each group runs into the playing area, looks under one cone, checks for a beanbag and then returns to their group with the beanbag if they were successful. Once tagged the next pupil in line can go in search of a beanbag. A pupil may only check one cone during their turn.



Variations

- If a pupil discovers a beanbag under a cone, they must transport it back to their group by balancing it on their head.
- Alter the locomotor skill used to move in the playing area, e.g. skip, hop, jump etc.
- Assign a number of points to the different coloured beanbags. Count the points for each group at the end of the activity.

Equipment

An open playing area, cones, beanbags



- It may be helpful to organise groups in the classroom before the PE lesson.
- Invite a pupil from each group to help in setting out the beanbags each time.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Ask a grown-up at home to make a small scavenger hunt for you using toys under tea-towels.



beirt thóráí • fonsa • garda tarrthála • lámha in airde



ATHLETICS



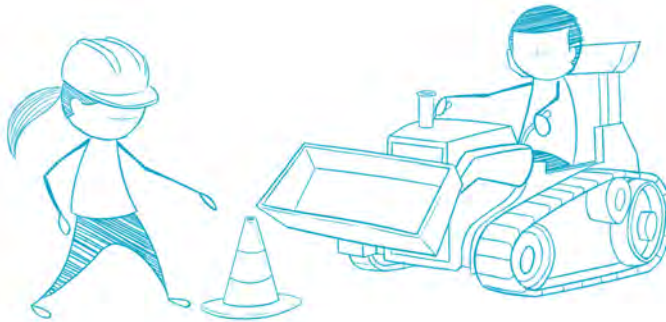
GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Set out tall cones throughout the playing area. Arrange the pupils in two groups. Invite one group to act as the bulldozers. They will be wearing bibs and their job is to tip over as many buildings (tall cones) as they can. The remaining pupils will act as builders. They will have to rebuild the fallen cones by standing them back up. After a set amount of time, swap roles. Alternatively small saucer cones can be used, with the bulldozers turning the cones upside down and the builders restoring them the right way up.



Variations

- Invite the bulldozers to knock down the cones with different body parts such as knees, toes, hips, or elbows.
- Increase the size of the playing area, spreading out the cones to ensure pupils get an opportunity to practise their running technique over a longer distance.

Equipment

An open playing area, tall cones, bibs



- **The concept of dodging is important when playing builders and bulldozers. This may be a useful opportunity to (re)introduce the skill.**
- **For safety purposes remind pupils to watch out for other pupils who may have their heads down while building or bulldozing.**
- **Demonstrate and practise safe bending and lifting techniques so that pupils can protect their backs.**



- Draw a picture of you winning a running race in your PE journal.



beirt thóráí • na carranna • bonn pollta • ar na glúine • uillinn ar an dtalamh

Description of Activity

Arrange the pupils in groups of five. Set out a line of three or four hoops as far apart as space allows for each group. On a signal, the first pupil in each line must run to the first hoop, stand in it, lift it up over their head, return the hoop to the ground and then return to base to tag the next pupil in line. When all the pupils in the group have completed the first activity with the first hoop, they must now run out to the first hoop, complete the activity, then run out to the second hoop, complete the activity, and return to their group. For their third turn, they will have to run out to each of the three hoops before returning to the group.



Variations

- Alter the number of hoops or increase the distance between the hoops.
- Position the hoops in a zig zag layout to incorporate a change of direction.

Equipment

An open playing area, hoops, cones



- Ensure pupils are wearing correct footwear as they will be moving at a fast pace.
- Encourage pupils to place the hoops on the ground gently as someone in their group will be using that hoop after them.
- Pause the activity at intervals to focus on the specific teaching points for running in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise individually and then return to the activity. Provide feedback to individuals when they demonstrate correct running technique during the activity.



- Watch other pupils running in the yard. Remember who runs well.



beirt thóráí • na carranna • bonn pollta • ar na glúine • uillinn ar an dtalamh

HOPPING

Preabadh

Hopping is a continuous sprint-like action that involves taking off and landing on the same foot. Dynamic balance is required to perform the skill - the non-hopping side of the body provides counterbalance and force to allow for continuous forward and upward movement. Greater leg strength is required for hopping than jumping, as only one foot is used to lift the body and there is also a smaller base of support. It is an important skill to master for safe body management, e.g. if you are pushed off balance or lose your footing. The skill of hopping is used in many practical activities including jumping and landing when catching a ball, performing a layup in basketball, playing hopscotch or dancing. It is also a component of many other fundamental movement skills including skipping, jumping and striking with the foot.



Things to consider

Hopping can be a very fatiguing activity, so ensure that opportunities to practise are short and intermixed with other activities and skills. This allows pupils ample opportunities to recover.



Hop, balance, force, take off, leg swing, support leg, push off, stable trunk



**Ag preabadh • cothromaíocht • fórsa • éirigh in airde • luascadh coise
• cos tacaíochta • saigh amach • stoc socair**

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy experimenting with hopping and discover different qualities of hops. Characteristics of hopping at the exploring stage:

- body is in an upright position
- hop achieves very little distance or height
- loses balance easily and struggles to do more than one or two hops at a time.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise the technique of hopping through games and activities. Characteristics of hopping at the developing stage:

- leans slightly forward
- arms move vigorously forwards and backwards but not quite in rhythm
- knees flex on landing
- balance is not yet fully under control.

Mastering stage

Tréimhse Máistrithe



At this stage, the skill of hopping is applied to a variety of different contexts. Characteristics of hopping at the mastering stage:

- non-hopping leg is used to support the take off, adding momentum and force to the hop
- arms are coordinated and move in rhythm with the hopping action
- body leans forward over the hopping foot
- hopping action is continuous and rhythmical.

TEACHING POINTS FOR HOPPING



Take off and land on the same foot, pushing off from the ball of the foot



The support leg swings in rhythm with jumping leg



Bend the support leg slightly on landing and straighten on take off



Arms bent at the elbow, swing back together then vigorously forward and upwards to assist the leg action in providing force



Head and trunk should be stable with the eyes focused forward



Practise on both right and left legs to become proficient on both



Introducing the skill of hopping

Try to hop...

- on the spot
- forwards/backwards/sideways
- and turn in the air
- and turn in the air making a quarter turn/
half turn/full turn
- as quietly/noisily as possible
- as quickly/slowly as you can
- and land as softly/hard as you can
- three times on your right/left foot
- as high as you can/as low as you can/
at a medium height
- without using your arms
- using one arm only
- alternating feet every eight/four/two steps
- with partners at the same time
- to the beat of music
- using all of the correct technique outlined

Effective questions

- What are your arms/legs/head doing?*
- How does it feel? Look, be safe.*
- What do I need to do? Where does force come from?*
- What do I need to control to do this?*
- What is your foot doing?*
- Which is best?*
- What are the arms used for? How should they be used?*
- What happens when you get tired?*
- Let's put it all together*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Support (hopping) leg bends deeply on landing and straightens on take-off	Flex your ankle, knee and hip to absorb force on landing and allow for a more forceful take-off
Landing flat footed or on the heel of the foot	Keep your heel off the ground. Stress the importance of landing 'softly' on the ball of your foot
The swinging leg is held rigid to the front, back or side	Swinging leg moves
Arms not moving to assist the hopping action	Swing your arms in time with each other and your hopping leg. Arms are not stiff
Swinging arms upwards which doesn't produce force	Swing your arms forward and backwards
Eyes looking at the ground or feet	Head up, look forward

Hopping Rubric

	Exploring	Developing	Mastering
Trunk	<ul style="list-style-type: none"> body is in an upright position 	<ul style="list-style-type: none"> Leans slightly forward 	<ul style="list-style-type: none"> Body leans forward over the hopping foot
Arms	<ul style="list-style-type: none"> arm movement is very limited 	<ul style="list-style-type: none"> Arms move vigorously forwards and backwards but not quite in rhythm 	<ul style="list-style-type: none"> Arms are coordinated and move in rhythm with the hopping action
Legs	<ul style="list-style-type: none"> Hop achieves very little distance or height 	<ul style="list-style-type: none"> Knees flex on landing 	<ul style="list-style-type: none"> Non-hopping leg is used to support the take off, adding momentum and force to the hop
Balance	<ul style="list-style-type: none"> Balance is easily lost and struggles to do more than one or two hops at a time 	<ul style="list-style-type: none"> Balance is not yet fully under control 	<ul style="list-style-type: none"> Hopping action is continuous and rhythmical



DANCE



GYMNASTICS

Description of Activity

Set out spot markers or cones for each pupil in an open playing area. Play the music and invite pupils to travel through the area following a variety of instructions (see movement list below). When the music stops, pupils find a spot marker and practise hopping on one foot until the music starts again.

Movement List: walk, run, walk backwards, walk sideways, skip.



Variations

- After performing a set number of hops on the spot, pupils perform a balance.
- Pupils move through the playing area like an animal of their choice, e.g. frog, bunny, kangaroo, grasshopper etc.

Equipment

An open playing area, spot markers, music



- **Pause the activity at intervals to focus primarily on hopping. Discuss today's teaching points (usually two) with pupils. Invite a pupil to demonstrate good technique, allow pupils to practise in pairs, then return to the activity.**
- **Ensure playing area is open and free of obstructions.**
- **Remind pupils to keep their eyes open while moving through the activity.**



- **Play music at home and practise moving to the beat.**



marcóirí • spotaí • ceol a sheinnt • cothromaíocht • ag siúl ar gcúl • ag siúl go cliathánach



ATHLETICS



GALES



GYMNASTICS

Description of Activity

Pupils find a space in the playing area. Invite pupils to practise hopping in a variety of different ways, using the following prompts:

- *Hop on the spot, forwards, backwards, sideways*
- *Turn in the air and land with knees bent*
- *Hop as quietly/noisily/quickly/slowly as possible - alternating hard and soft landings*
- *Hop over a rope*
- *Hop on and off a movement spot*
- *Hop around the cones*
- *Hop at different levels - as high as you can, with little low hops or at a medium height*
- *Hop as far as you can for distance*
- *Practise hopping with a partner, mirroring their hops*



Variations

- Arrange pupils in groups or pairs and invite them to explore a range of different hops. Design a hopping sequence and perform it for the rest of the group.
- Scatter PE equipment (cones, hoops, ropes, beanbags etc) around the playing area and invite pupils to hop around the space, hopping over each item they encounter on their way.

Equipment

Ropes, hoops, spot markers, cones,



- **Remind pupils to land safely with a bended knee on the landing leg.**
- **Hopping can be a strenuous activity so pause at intervals to allow pupils to stretch. Remind pupils to alternate the hopping leg when they get tired. Alternatively, intersperse instructions for hopping activities with instructions for other locomotor skills such as running, skipping, jumping etc.**
- **Pause the activity at intervals to focus on the technique of hopping. Discuss some of the teaching points for hopping, invite a pupil to demonstrate the technique and then return to the activity.**



- **Practise hopping on one leg. Figure out how many hops you can do on this leg without stopping.**



ag tuirlingt • crua • bog • téad • preab ard • preab íseal • ag casadh



Description of Activity

Invite pupils to find a space in a designated playing area. The teacher begins the activity by saying 'find someone who... has the same colour hair'. Pupils must find a partner with the same colour hair and make a shape. Hold the shape for a count of five, and then begin hopping around the playing area. On a signal, pupils freeze and teacher repeats the activity using an alternative instruction for 'find someone who' such as...

- has the same number of brothers and sisters?
- lives in the same street/town?
- has the same type of pet?
- is the same age?
- has the same colour eyes?



Variations

- Select a theme for the shapes, e.g. animals, buildings, letters of the alphabet etc.
- Invite pupils to take turns to give the 'find someone who' instruction.
- Practise a variety of hopping techniques e.g. one foot, hopscotch, alternating between two feet etc.

Equipment

An open playing area



- **Pause the activity at intervals to focus specifically on some of the teaching points for hopping. Invite a pupil to demonstrate good technique.**
- **Ensure the playing area is free of obstructions.**



- **Draw a picture of yourself playing hopscotch with your friends in your PE journal.**



- **Aimsigh duine • gluaiseacht a dhéanamh • deartháireacha • deirfiúracha • sráid/baile • dath gruaige**



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in a circle around a parachute, holding onto the handles or the edge. Practise the correct holding technique with the parachute. Invite pupils to walk around in a circle holding onto the parachute and sing:

There was a man in our town who went for a WALK one day.

But the wind blew so hard he turned around and WALKED the other way.

Pupils change direction on 'turned around'. After they have practised this using the FMS of walking, change the word in the song to 'hop' and invite pupils to hop on one foot around in the circle.



Variations

- Use a variety of different FMS, such as run, hop, skip, etc. to replace the word 'walk' and encourage pupils to add to the storyline.
- Throw some beanbags onto the parachute. Try not to let any fall off as you hop around.
- Hold the parachute at different heights while moving.

Equipment

Parachute



- If this activity is taking place indoors, ensure the floor surface is dry and free of hazards. If the activity is taking place outdoors, ensure the terrain is even underfoot.
- Pause the activity at intervals to focus specifically on hopping technique. Invite one pupil to demonstrate correct technique, allow pupils to practise freely in pairs, and then return to the parachute activity.



- Try to hop around the yard at playtime with a partner.



ag siúl i gciocal • paraisiút • ar siúlóid • shéid an ghaoth • geaitsí éagsúla



Description of Activity

Pupils find a space in the playing area and place a hoop or cone (their burrow) on the ground, away from other pupils. On the signal, 'Run rabbits!', pupils hop around the playing area. When they hear the call 'Burrow!' they hop into any burrow as fast as they can. Repeat several times. Then remove a hoop from the playing area each time. Any pupil without a burrow runs around the outside of the playing area for one round and then joins the group again for the next game. Finish when there are five hoops left.



Variations

- Allow rabbits to share a burrow.
- Introduce a 'fox' that tries to catch the rabbits. They can escape the fox by hopping into a burrow.

Equipment

An open playing area, one hoop or cone per pupil



- Ensure pupils are mindful of each other when hopping into the hoops. The hoop belongs to the first pupil to place a foot inside.
- Pause the activity at intervals to discuss the teaching points of hopping being addressed in the lesson and allow pupils to practise it in isolation before returning to the activity.



- Investigate how many hops it takes to get from the school gate to the school door.



poll coinín • fonsa • cón • rithigí • isteach libh sna poill

Description of Activity

Use cones to set up a defined playing area. Pupils must stay inside this space. Nominate four pupils to be taggers. Taggers are identified by wearing bibs or rugby tags. Pupils can only move by hopping at all times. The aim of the game is for a tagger to tag another pupil to set themselves free. When a tagger is successful they hand over the bib or tag to the pupil they have tagged, who then takes over the role of tagger. Spread five to ten spot markers around the area. These spots can be used as a safe zone for pupils. When standing on a spot the pupil must perform a one legged balance. If their second leg touches the ground at any stage they must leave the safety of the spot marker.



Variations

- Include more than four taggers.
- Alternate the locomotor skill used to move around the playing area, e.g. skipping or side stepping.

Equipment

Cones, spot markers, bibs or tags



- **Pause the activity at regular intervals to provide feedback and discuss the teaching points for hopping. Invite a pupil to demonstrate, allow pupils to practise in pairs and then return to the activity.**
- **Hopping can be a strenuous activity. Allow pupils the opportunity to rest or stretch at regular intervals during the activity.**



- **Ask a grown-up to help you draw a hopscotch grid using chalk and show them how to play the game.**



cóin • tóraithe • ag léim ar chos amháin • spotaí • zón sábháilte



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of three. Allow pupils to select a range of equipment, for example, a skipping rope and a few cones. Using their equipment, each group creates a maze on the floor that involves a hopping and jumping challenge. Once all of the groups have finished, children circulate to each group to try the different mazes.



Variations

- Restrict pupils to hopping on left foot etc.
- Introduce a timed element or have pupils assess each other as they navigate the maze.
- Include other locomotor skills in the maze challenge.

Equipment

Ropes, spot markers, cones, benches, masking tape



- Remind pupils of safe landing technique.
- At intervals, pause the activity and discuss the teaching points of hopping. Allow pupils to practise in isolation, and then return to the activity.



- Watch a friend hopping. Tell them what they are doing well.



grúpaí de bheirt nó de thriúr • treallamh a roghnú • téad scipeála • lúbra eile a thriail • ag preabadh ar chos amháin



Description of Activity

Arrange pupils in teams of four, each team has a cone. All teams line up behind a starting line in the playing area. The first pupil in each team stands on the starting line and takes three hops as far as they can. The second pupil places the cone on the ground where the first pupil landed. The entire remaining team walk to the cone and the second pupil takes three hops as far as they can. The cone is moved forward again to where the pupil landed after taking the three hops. The process continues until all team members have hopped, or until all teams have crossed a finish line at the end of the playing area.



Variations

- Alter the number of hops each pupil can take. Consider starting with one hop each, then two on the second turn, and then three etc.

Equipment

An open playing area, cones



- **Pause the activity at intervals to remind pupils of the teaching points for hopping.** Consider allowing them to practise in isolation and then return to the game.



- **Make up your own hopping game.** Teach a friend how to play the game in the yard.



- **líne tosaigh • ag preabadh • siúlann an foireann go dtí an spota • rás sealaíochta**

SKIPPING

Scipeáil

Skipping is a rhythmical locomotor skill that involves transferring weight from one foot to another. It is used in many playground games and is fundamental to good footwork used in a wide range of sporting activities such as basketball, rugby and dance. The skill follows a pathway with a narrow base of support so it is important that arms are extended to maintain balance.



Things to consider

The skill of hopping is an important prerequisite for skipping. The ability to apply force in an upwards direction through a hop is essential to allow the opposite free leg to come forward and continue the skipping action. When learning how to skip the initial focus should be placed on the step-hop rhythm rather than developing speed, as this will aid the development of proficient technique.



transfer of weight, step-hop rhythm, swing arms, maintain balance, narrow base of support



aistriú meáchain choirp • rithim • lámha ag luascadh • fan ar a gcothrom • bonn taca caol

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring different ways to skip and have fun with the skipping movements such as skipping for height, distance, or with a partner. Characteristics of skipping at the exploring stage:

- a step-hop action is evident but not consistent and often results in a step-step or hop-hop action
- arms are not coordinated, thus the skill can become unbalanced
- skipping is uncoordinated and seems to lack rhythm.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise skipping to a rhythm, to evade an opponent and skipping for a prolonged period of time. Characteristics of skipping at the developing stage:

- step-hop action is more consistent with enough force generated to allow for sustained skipping
- arms are coordinated, rhythmical and aid balance
- knee drive is at times not high enough and landing is flat footed.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils can apply different rhythms and patterns to their skipping and use the skill proficiently in a range of different activities. Characteristics of skipping at the mastering stage:

- step-hop action is smooth and coordinated
- arms are used effectively to maintain balance, well coordinated with leg action
- lands on toes.

TEACHING POINTS FOR SKIPPING



Step forward and hop on the same foot with a high knee drive



Land on the ball of the foot



Knee of the support leg should bend to prepare for a hop



Repeat with the other foot and then build rhythm



Head and trunk should be stable at all times with the eyes focused forward



Arms should be relaxed and swing in opposition to the legs to help maintain balance



Introducing the skill of skipping

Try to skip...

- like an elephant
- like a fly
- as small as possible
- as tall as possible
- from small to tall
- forwards/backwards/sideways
- slowly/quickly/slowing down/speeding up
- in a straight line/on a curved line/making a figure of 8
- without your arms
- to the beat of music
- in time with a partner
- without touching any of the lines/markings on the ground
- the length of the hall/playground and count how many steps it takes
- using all the correct techniques outlined

Effective questions

- Does this feel right? What should we be doing instead?*
- How does this feel? Which body position is more comfortable?*
- Safety...watch out!*
- How does speed effect technique?*
- What function do your arms have?*
- what can happen when we are concentrating on the beat of the music?*
- Let's put it all together*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or feet	Head up, look forward, trunk stable
landing flat footed or on the heels of the foot	Take off and land on the front of your foot
movement is non-rhythmical	repeat step-hop, step-hop in your head as you practise
little arm movement to support legs	swing arms rhythmically in opposition to leg movement....when your knee comes forward, your arms go back

Skipping Rubric

	Exploring	Developing	Mastering
Step-hop Pattern	<ul style="list-style-type: none"> A step-hop action is evident but not consistent and often results in a step-step or hop-hop action 	<ul style="list-style-type: none"> Step-hop action is more consistent with enough force generated to allow for sustained skipping 	<ul style="list-style-type: none"> Step-hop action is smooth and coordinated
Arms	<ul style="list-style-type: none"> Arms are not coordinated, thus the skill can become unbalanced 	<ul style="list-style-type: none"> Arms are coordinated, rhythmical and aid balance 	<ul style="list-style-type: none"> Arms are used effectively to maintain balance, well coordinated with leg action
Legs	<ul style="list-style-type: none"> Skipping is uncoordinated and seems to lack rhythm 	<ul style="list-style-type: none"> Knee drive is at times not high enough and landing is flat footed 	<ul style="list-style-type: none"> Lands on toes

Description of Activity

Invite pupils to find a space in the playing area. Teacher demonstrates correct skipping technique for the class. Pupils skip freely around the space, taking care to avoid collisions. After a set period of time, invite pupils to move around the play area using a range of skipping actions based on the suggestions below:

- try to skip like a giant, a fairy, a clown, a toy soldier
- try to make yourself very small and skip around, gradually getting taller
- try to skip as tall as you can be
- try to skip forwards, sideways, backwards
- try to skip angrily, happily, sadly, tightly, loosely
- try to vary your skipping speed
- try to skip to the beat of music or a drum.



Variations

- Invite one pupil to be the leader and the remaining pupils to copy the skipping actions of the leader. After a period of time, invite another pupil to be the leader, or arrange pupils in small groups with one leader per group.

Equipment

An open playing area, a drum or music



- Encourage pupils to use a skipping action that engages the opposite knee and arm.



- Practise skipping in the yard. Investigate the different ways that you and your partner can skip together.

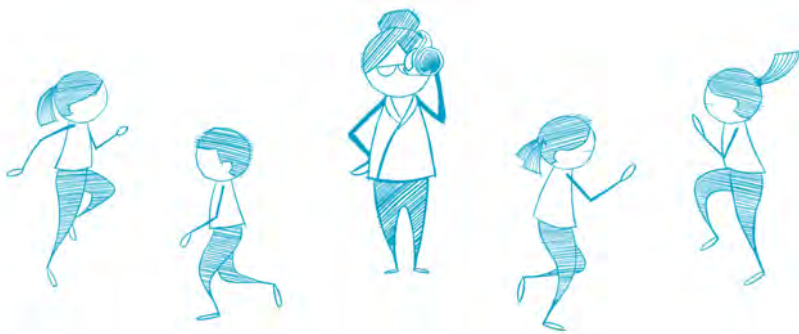


- áit súgartha • fathach • síóg • saighdiúir • scipeáil ar aghaidh • scipeáil ar gcúl • luas scipeála

Description of Activity

Invite pupils to find a space in the playing area and face the teacher. The teacher calls out in a loud voice "I see!". The pupils answer in chorus, "What do you see?". The teacher responds, "I see all pupils skipping in any direction without touching anyone".

Pupils respond to this command until they hear the whistle at which point they freeze and turn to face the teacher again. Teacher repeats "I see!" and pupils answer, "What do you see?". The teacher responds with a new verbal challenge using a range of locomotor skills, stretches, animal movements, or balancing actions.



Variations

- Offer pupils an opportunity to lead the activity.

Equipment

An open playing area



- This activity is a useful end of year revision exercise as it allows scope to address a wide variety of skills.
- Use the activity to focus on the teaching points of skipping, e.g. 'I see pupils' arms swinging in opposition to the legs to help maintain balance'.
- Practise saying "What do you see?" in chorus.



- Draw a picture of your skipping.



feicim • cad a fheiceann tú? • ag sipeáil • gan lámh a leagan ar



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in a circle, with a spot marker or hoop for each pupil. Invite pupils to skip around the circle, keeping a safe distance away from the pupil in front of them. It might be useful to use music to encourage pupils to move to the beat and develop rhythm when skipping. On a signal, or when the music stops, pupils must stand on a spot marker or jump into a hoop as quickly as possible. Each time the game continues, remove some spots or hoops from the circle, so that some pupils end up without one. Any pupil that does not have a spot or hoop must skip around the playing area before joining the next game.



Variations

- Allow a certain number of pupils per hoop e.g. three. Any group that does not have this number when the music stops must skip around the playing area before joining the next game.
- Alternate the locomotor skilled used to travel around the circle.

Equipment

Spot markers or hoops



- Ensure pupils enter hoops safely, and demonstrate good practise. In the case of a tie, the first pupil to touch the ground inside the hoop can claim it. Any disputes could be settled by rock, paper, scissors.



- In your PE journal draw a game that involves skipping.



cathaoir • fonsa • ceol a sheinnt • rithim a fhorbairt • scipeáil timpeall



DANCE



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Use the cones to set up a circle, the size of which will depend on the size of the group. Ensure that space within the circle is limited but safe to move in.

Invite pupils to skip around inside the circle pretending that everyone else is poisonous. If a pupil touches another pupil they become infected and must place one hand behind their back. If touched a second time a pupil is out of the game as a skipper, however they still have a role to play. Once 'out' a pupil must freeze on the spot with their hands outstretched acting as a poisonous target for other pupils to avoid. The last pupil left skipping wins.



Variations

- Modify the area: increase/decrease the circle size to make it easier or more difficult.
- Add music and encourage pupils to move to the beat.
- Play in a larger area with one pupil designated as 'poisonous' trying to infect the others. Each pupil that is infected also becomes poisonous and tries to infect the others.
- Alternate the locomotor skill used, e.g. hopping, running or dodging.
- When a pupil is infected they must strike a balance and hold it for a count of ten before returning to the game.

Equipment

Cones, a drum or music



- Ensure poisonous pupils exercise care towards the pupils who are skipping by tagging them gently.
- Provide feedback on correct skipping technique regularly during the game.



- Create your own game using the skill of skipping. Practise it in the yard.



ciorcail nimhe • ionfhabhtaithe • leag lámh ar • reoigh • lámha sínte amach



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

To set up the game, spread out as many hoops (houses) as possible around the playing area, however ensure that there is less than one per pupil. Invite the pupils to adopt the role of mice and to find a space anywhere within the playing area. On a signal (play music, beat a drum) pupils must begin skipping around the area avoiding the hoops. When the music/drum stops pupils must find a hoop and step into it as quickly as possible. After each pause remove a hoop. As the game progresses there will be more and more pupils sharing a hoop when the music starts. See how many pupils can fit in each hoop.



Variations

- Alternate the locomotor skill used e.g. running or side stepping.
- Ask pupils to do individual balances and eventually partner and group balances in the hoops when the music stops.

Equipment

An open playing area, hoops



- At various stages during the activity discuss today's teaching points (usually two) of skipping with the pupils. Invite a pupil to demonstrate good technique, practise in pairs, then return to the game.
- To avoid pupils gathering in the same groups set a rule that pupils must find a new hoop each time, and no three pupils can be in the same hoop for two turns in a row.



- Ask somebody at home to skip for you. Give them feedback.



tithe • fonsa a bhaint • drumma a sheinnt • níos mó daltaí



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of five. Set out a large playing area approximately twenty metres long with a hoop per group at either end. Each hoop contains four beanbags. All pupils must start behind their hoop. The aim of activity is for the first pupil to skip to the hoop of an opposing group, take a beanbag, skip back with it and place it in their own hoop. Once the beanbag hits the ground in their own hoop the next pupil can go. The first group to have six beanbags in their hoop wins.



Variations

- Change the locomotor skill used, e.g. use running or side stepping.
- Add obstacles in the area to skip over or avoid.
- Place balls in the hoops and use the activity to explore manipulative skills. Invite pupils to skip to the hoop and dribble or kick the ball back.

Equipment

An open playing area, hoops, beanbags



- Ensure groups are balanced and fair. Move groups around to different hoops from time to time.
- Pupils can only remove one beanbag at a time, and groups must remove a beanbag from alternate hoops. Pupils cannot return to the same hoop twice.
- Ensure that there is enough space for each group to work in and that there is adequate space to turn at the hoop.
- Between each game discuss the teaching points of skipping being addressed in the class. Ask pupils to demonstrate, allow them to practise in isolation then return to the game.



- Play a skipping game in the yard.



cúigear • scipeáil • málaí pónairí a bhailiú • fonsa • ar an dtalamh

Description of Activity

Arrange pupils in pairs. Each pupil chooses a home area away from his or her partner. A beanbag should be placed on the ground midway between the two home areas. Each pupil stands one step back from the beanbag towards the direction of their home area. On a signal, both pupils try to snatch the beanbag and skip back to their home area. The pupil who does not get the beanbag must chase the other (skipping only) and try to tag him or her. If the chased pupil is caught before reaching his or her home area the game restarts.



Variations

- Pupils can start in a seated position.
- Alternate the locomotor skill e.g. run, walk, hop, etc.
- After a set amount of time, change the pupils in each pair.

Equipment

Beanbags



- Ensure pairs are not crossing the paths of other pairs on their return to home.
- At various stages during the activity focus on the technique of skipping. Discuss today's teaching points (usually two) with pupils. Invite a pupil to demonstrate good technique, invite the pupils to practise in pairs, and return to the activity.



- Play this game in the yard. Investigate how to skip faster, farther, higher.



cathaoir • fonsa • ceol a sheinnt • rithim a fhorbairt • scipeáil timpeall



GAMES



GYMNASTICS

OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in pairs. On a signal, pupils from each pair begin skipping in opposite directions around the playing area. When the teacher calls out a letter e.g. 'A', pupils must skip towards each other, meet and form that letter using their body parts, either standing or lying down. When each pair has constructed the letter, invite pupils to begin skipping again and repeat the activity using another letter.



Variations

- Change the locomotor skill used e.g. running, hopping or side stepping.
- Arrange the pupils in larger groups e.g. four - six. Now the groups must work together to construct the letter or the groups can spell out a word featuring that letter.
- Use the activity to revise prior learning in mathematics e.g. 'use your body to construct the answer to the following sum: $2 + 1$ '

Equipment

An open playing area, hoops



- **Pause the activity at intervals to discuss the teaching points of skipping being addressed in the lesson. Invite pupils to demonstrate, practise in isolation and then return to the game.**
- **Use large groups as much as possible and set more difficult tasks to encourage pupils to engage with teamwork and cooperation.**



- **Skip from the school gate to the school door every day this week.**



pairtnéirí • treonna éagsúla • litreacha • ag seasamh • ina luí

JUMPING

Léim

Jumping is the transfer of weight from one or two feet to two feet. It is sub-divided into two categories: 1. Jumping for height. 2. Jumping for distance. Each category has three distinct phases: take off, flight and landing.

Jumping for height, or the vertical jump, involves jumping as high as possible from a standing position. In order to achieve maximum height, it is important that the legs and arms work together to generate as much force as possible. Jumping for height can be applied in a range of contexts, such as gymnastics, dance, jumping for a ball in volleyball, basketball and gaelic football, or attempting to get something down from the top shelf in the kitchen.



Jumping for distance, or the horizontal jump, involves jumping forwards as far as possible from two feet, landing on two feet. This jump is important in identifying a pupil's ability to use timing and rhythm to successfully coordinate both legs and arms, which dictates the distance of the jump. Jumping for distance plays a considerable role in many playground games such as hopscotch, and is a core skill of both gymnastics and dance. It is also a baseline skill used in a range of sport specific activities such as long jump, triple jump and aquatics.

Things to consider

As landing is one of the three key components of jumping, the skill of landing itself should be treated as a prerequisite to jumping. Information on landing can be found in the 'stability' section of this resource. Also in terms of safety, there can be a large amount of force transferred in a forward direction when jumping for distance. Ensure there is enough free space, that the ground isn't wet or slippery and the footwear worn has adequate grip to allow for a safe landing.



take-off, flight, landing, force, vertical jump, crouch, leg extend, absorb force



éirigh in airde • eitilt, tuirlingt • léim cheartingearach • crom síos • sineadh coise • fórsa a mhaolú

IDENTIFYING THE STAGES OF DEVELOPMENT

JUMPING FOR HEIGHT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring many different ways and qualities of jumps. Characteristics of jumping for height at the exploring stage:

- crouch before take-off is inconsistent
- leg extension and force generated at take-off is poor
- leg and arm action are poorly coordinated
- head is often not lifted upwards during the jump
- little height is achieved.

Developing stage

Tréimhse forbraíochta



At this stage, pupils develop their jumping technique by practising jumping in a variety of different ways and in organised and unorganised activities, e.g. over a rope, over obstacles, to catch a balloon or ball, etc. Characteristics of jumping for height at the developing stage:

- body leans forward with only a slight bend on the knees in the take-off phase
- body does not extend fully during the flight phase
- arms contribute to the jump but not forcefully
- some forward movement on landing.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils consistently display proficient jumping technique and apply to varying situations, both individually and with others. Characteristics of jumping for height at the mastering stage:

- knees are bent to at least 90° in the crouching action
- legs and arms are coordinated to generate force in the take-off phase
- both arms and legs are extended fully during the flight phase
- head is lifted and eyes focused on a target
- landing is soft, controlled and close to the take-off point.

TEACHING POINTS FOR JUMPING FOR HEIGHT



Eyes focused forward or upwards, head up and back straight throughout the jump



Crouch with knees bent and arms behind the body



Legs forcefully extend and straighten in the air



Arms swing forwards and upwards in time with the legs

TEACHING POINTS FOR JUMPING FOR HEIGHT



Arms and legs extend as far as possible in the flight phase



Ankles, knees and hips bend on landing to absorb the shock



Land on both feet with no more than one step in any direction to control the landing



Introducing the skill of jumping for height

Try to jump...

Effective questions

<ul style="list-style-type: none"> as high as you can with your head up 	<i>What is the difference between these jumps? How does it feel?</i>
<ul style="list-style-type: none"> as high as you can with your head down 	
<ul style="list-style-type: none"> from a crouched position 	<i>Which is more difficult?</i>
<ul style="list-style-type: none"> without bending your legs 	<i>Why can't you jump high?</i>
<ul style="list-style-type: none"> and land on on the same spot/a different spot 	
<ul style="list-style-type: none"> like a rocket 	<i>What makes you go high?</i>
<ul style="list-style-type: none"> without moving your arms 	<i>What role do your arms play?</i>
<ul style="list-style-type: none"> using all the correct technique outlined 	<i>Let's put it all together</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down at the ground or feet	Head up, focus your eyes on where you want to jump
Arms by the side or forward at the crouch stage before take-off	Move your arms back behind the body, getting ready to explode upwards
Legs are tucked up during the flight phase	Keep the body as straight as possible while in the air
Landing is flat footed	Bend your knees, ankles and hips on landing to absorb force
Losing control of balance when landing	Land with your feet shoulder width apart, extend your arms to control balance upon landing if necessary

Jumping for height Rubric

	Exploring	Developing	Mastering
Trunk	<ul style="list-style-type: none"> • Crouch before take-off is inconsistent. 	<ul style="list-style-type: none"> • Body leans forward with only a slight bend on the knees in the take-off phase. 	<ul style="list-style-type: none"> • Knees are bent to at least 90° in the crouching action.
Take off and flight	<ul style="list-style-type: none"> • Leg extension and force generated at take-off is poor. • Little height is achieved. 	<ul style="list-style-type: none"> • Body does not extend fully during the flight phase. 	<ul style="list-style-type: none"> • Both arms and legs are extended fully during the flight phase.
Arms and Legs	<ul style="list-style-type: none"> • Leg and arm action are poorly coordinated. 	<ul style="list-style-type: none"> • Arms contribute to the jump but not forcefully. 	<ul style="list-style-type: none"> • Legs and arms are coordinated to generate force in the take-off phase.
Head	<ul style="list-style-type: none"> • Head is often not lifted upwards during the jump. 		<ul style="list-style-type: none"> • Head is lifted and eyes focused on a target.
Landing		<ul style="list-style-type: none"> • Some forward movement on landing. 	<ul style="list-style-type: none"> • Landing is soft, controlled and close to the take-off point.

IDENTIFYING THE STAGES OF DEVELOPMENT

JUMPING FOR DISTANCE

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring different ways and qualities of jumping using the world around them, e.g. over a line on the ground, from tile to tile or over an object. Characteristics of jumping for distance in the exploring stage:

- arm action is limited
- arms swing wildly in the air in an attempt to maintain balance
- difficulty using feet and legs to take-off
- inconsistent timing between arms and legs
- tendency to often fall backwards on landing.

Developing stage

Tréimhse forbraíochta



At this stage, pupils develop their jumping technique by practising jumping in a variety of different ways and in organised and unorganised activities, e.g. over a rope, over obstacles, as far as they can, etc. Characteristics of jumping for distance at the developing stage:

- swinging of the arm initiates the jumping action
- arms are held out to the side to maintain balance during the flight phase
- more of a rhythm between leg and arm movement is evident
- extending of the legs and feet are more consistent at take-off
- landing is still stiff, less tendency to fall backwards.

Mastering stage

Tréimhse Máistrithe



In this stage, pupils consistently display proficient jumping technique and apply it in varying situations, both individually and with others. Characteristics of jumping for distance at the mastering stage:

- adopts a consistent 'ready' position before take-off, with a deep crouch position and arms swinging back behind the body
- arms swing forward and upwards with force during the take-off
- ankle, knees and feet fully extended during take-off, in rhythm with the arms
- landing is soft and controlled with the body position leaning forward.

TEACHING POINTS FOR JUMPING FOR DISTANCE



Get into the 'ready' position by bending the knees, hips and ankles



Head up and eye focused forwards



Explode forward from the ready position



Swing the arms back behind the body then quickly forwards and upwards

TEACHING POINTS FOR JUMPING FOR DISTANCE



Push off from both feet together, with the toes the last part of the body to leave the ground



land on both feet at the same time bending the hips, knees and ankles to absorb the impact



legs straighten during the flight phase



Introducing the skill of jumping for distance

Try to jump as far as you can...	Effective questions
• forwards/backwards	<i>How does it feel, what is your body doing?</i>
• from a deep crouch	<i>Where is best and why?</i>
• from a shallow crouch	
• like an elephant	<i>How hard should your landing be?</i>
• like a cricket	<i>Can you jumping further?</i>
• in a straight line	
• again and again in a line	<i>What happens to your jumps when you get tired?</i>
• again and again in a circle	
• with a partner	
• keeping your arms by your side	<i>What do your arms do?</i>
• holding your arms out to the side	
• with your legs far apart/close together	<i>Where is the best position?</i>
• and then land with your legs close together/far apart	<i>Where is best?</i>
• using all the correct technique outlined	<i>Let's put it all together</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down at the ground or feet	Head up, focus your eyes on where you want to jump
Arms not moving back behind the body in preparation for the jump	Move your arms back behind the body, get into the 'ready' position to explode forward
Legs not extended fully during take-off resulting in an up not out jump	Drive forward as strong and as forceful as possible
Ankles, knees and hips are not being flexed for landing	Lean and reach forward. Pick a spot on the ground and jump towards it
Overbalancing on landing	Bend your knees to cushion the landing

Jumping for distance Rubric

	Exploring	Developing	Mastering
Arms	<ul style="list-style-type: none"> • Arm action is limited 	<ul style="list-style-type: none"> • Swinging of the arm initiates the jumping action 	<ul style="list-style-type: none"> • Adopts a consistent 'ready' position before take-off, with a deep crouch position and arms swinging back behind the body
Take off and flight	<ul style="list-style-type: none"> • Arms swing wildly in the air in an attempt to maintain balance • Inconsistent timing between arms and legs 	<ul style="list-style-type: none"> • Arms are held out to the side to maintain balance during the flight phase • Extending of the legs and feet are more consistent at take-off 	<ul style="list-style-type: none"> • Arms swing forward and upwards with force during the take-off
Legs	<ul style="list-style-type: none"> • Difficulty using feet and legs to take off 	<ul style="list-style-type: none"> • More of a rhythm between leg and arm movement is evident 	<ul style="list-style-type: none"> • Ankle, knees and feet fully extended during take off, working in rhythm with the arms
Landing	<ul style="list-style-type: none"> • Tendency to fall backwards on landing 	<ul style="list-style-type: none"> • Landing is still stiff, less tendency to fall backwards 	<ul style="list-style-type: none"> • Landing is soft and controlled with the body position leaning forward



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Give each pupil a spot marker, and invite them to find a space in the playing area where they are not in contact with anyone else. Each pupil places their spot marker on the floor and stands on the spot. Invite pupils to practise jumping onto and off their spot using some of the following instructions:

- Jump very fast or slow
- Jump like a giant or a frog
- Jump with stiff legs and arms
- Jump up and down keeping your arms out from your side
- Jump on and off your spot with legs apart and land with feet apart
- Start on your spot and jump three times forward in a straight line
- Start on your spot and jump around in a wide circle until you return to your spot



Variations

- Invite pupils to create their own different types of jump actions.
- Invite pupils to work in pairs to create a jump sequence.
- Add a low object to jump over e.g. rope, cone, beanbag.

Equipment

An open playing area, spot markers, ropes, cones, beanbags



- Ensure there is adequate space between pupils to allow them to jump on and off their spot without crossing the path of another pupil.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Provide feedback to individuals while they perform the jumping action during the activity.



- In your PE journal, draw a picture of you jumping.



ag seasamh ar spota • léim tapaidh • léim mall • ciúin • glórach • lámha amach

Description of Activity

Give each pupil a hoop and invite them to find a space in the playing area. Pupils place their hoop on the ground to represent an island. Invite pupils to move freely through the ocean (space between the hoops). When the teacher calls the word shark, pupils must run to find a hoop, pause and jump into it off two feet. Stay in the hoop for a count of five, and then continue moving around the playing area. Introduce further cue words such as:

- ‘Waves’ - jump around the playing area
- ‘Fish’ - move around the area using a swimming arm action
- ‘Jellyfish’ - dodge another pupil in the playing area



Variations

- Invite pupils to perform a balance on the island for a count of five.
- Vary the locomotor skill used to move around the playing area e.g. hopping or skipping.

Equipment

An open playing area, hoops



- Encourage pupils to use their arms to help them to jump higher.
- Ensure pupils exercise caution when moving around the space, by keeping their eyes open and looking forwards in the direction they are travelling.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.



- Ask a family member to practise jumping with and without their arms. Talk about which is easier.



Fonsa an dalta • oileán • ag snámh san aigéan • siorc • tonnta • smugairle róin • coiréal



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Give each pupil a spot marker, and invite them to find a space in the playing area where they are not in contact with anyone else, and place their spot marker on the floor. On a signal, or when the music plays, pupils begin to walk around the playing area. On a second signal, or when the music stops, pupils jump onto the closest spot. The teacher invites pupils to perform a jumping action such as:

- jump on and off the spot three times
- jump from side to side over the spot
- jump around the spot
- jump forward and backwards over the spot
- perform a star jump in the air and land with both feet on the spot
- jump as far away as possible from the spot

When the music plays again, pupils continue moving around the area using a different locomotor skill e.g. run, hop, skip.



Variations

- When teaching this activity during a gymnastics lesson, encourage the use of different pathways to approach a spot e.g. straight, curved, or zig-zag.
- Instead of performing a jump on the spot, pupils could perform a balance.

Equipment

An open playing area, spot markers, music (optional)



- Ensure there is adequate space between pupils to allow them to jump on and off their spot without crossing the path of another pupil.
- Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Provide feedback to individuals while they perform the jumping action during the activity.



- Play some music at home. Try jumping to the beat of the music.



ceol a sheinnt • spota is cóngaraí • scil féinghluaiseachta • scipeáil • preabadh • rith



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of seven, forming a circle with one pupil in the middle. The pupil in the middle begins jumping in a particular fashion chanting 'This is the way Jamie jumps'. The other pupils in the circle repeat the words and perform the jump in the same way as the pupil in the centre demonstrated. The first jumper then nominates another pupil to take their place in the centre. This second pupil chants the same words but jumps in a different way. The game continues until all pupils have had a turn.



Variations

- This may be a good opportunity to highlight the difference between jumping for height and jumping for distance. Invite pupils to select either height or distance as the focus for their jumps, or complete one round of the circle using jumping for height only, and complete a second round of the circle using jumping for distance only.
- Include a theme for the jump actions e.g. animals, sports, jobs etc.
- Arrange pupils into smaller groups and introduce sequencing. Each time a pupil demonstrates a new jump, pupils in the circle must perform the preceding jumps, and add the new jump at the end. At the end of the round, pupils will have created a jumping sequence.

Equipment

Hard or grass playing area, spot markers



- Ensure the circle is adequately spaced to allow pupils to jump without making contact with other pupils.
- Jumping can be a tiring activity for pupils. At intervals during the activity, provide opportunities for pupils to rest, e.g. take a stretch break.



- Ask a grown-up to help you figure out times when you use jumping during the day.



seisear i gciortal • Seo an tsíl a léimeann... • roghnaítear dalta nua • déan aithris ar an dalta



DANCE



AMES



GYMNASTICS



OUTDOOR & ADVENTURE

Description of Activity

Place a parachute or blanket at one end of the playing area and scatter various pieces of PE equipment such as hoops, cones, and beanbags around the rest of the area. Invite pupils to imagine that they are going on a lion safari, and to move around the space following the instructions below when they encounter an object in the space:

- Jump over the rocks (beanbags)
- Dodge around the trees (cones)
- Swim through the watering hole (hoop)

The teacher could also include the following commands:

- ‘Shhh’ - creep quietly, the lion is coming...
- ‘Roarrrrr!’ - The lion sees us, run back to the parachute!
- Parachute - duck and hide from the lion by lifting the parachute up and all huddle underneath it for safety



Variations

- Alter the instructions for the activity by selecting a different animal and accompanying obstacles, e.g. a polar bear in the Arctic, a gorilla in the jungle.
- Encourage pupils to come up with their own storyline and to add their own obstacles.

Equipment

Hoops, cones, parachute (or blanket), hoops



- **Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to find a beanbag and practise jumping over and back, and then return to the activity.**



- **In your PE journal, draw a picture of the lion safari. Include an image of yourself jumping over the rocks.**



fonsaí • cóin • paraisiút • safari • poll uisce • carraigeacha • gaineamh reatha



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use cones to set up a playing area with a home base at one end. Pupils line up at the opposite end of the playing area to the home base. Select a pupil to be the shopkeeper, or the teacher could take on the role. On a signal, all pupils call out, 'shopkeeper, shopkeeper what have you got today?'. The shopkeeper replies, 'today I've got... bunny rabbits/ tennis balls /scissors' etc. Pupils move one step forward by performing an action for the object e.g. bunny rabbits jump forwards, tennis balls jump high, scissors jump in the air with legs outstretched etc. Pupils call out again and the activity continues until the teacher answers 'Magic Shoes'. When this happens, the teacher chases pupils until they reach the home base. The first pupil caught joins the shopkeeper.



Variations

- Add obstacles to the playing area for pupils to jump over or move around.
- Alter the locomotor skill that pupils use for 'Magic Shoes'.
- Pupils that are caught by the shopkeeper must perform a balance for a count of five before continuing on to the home base.
- Invite pupils to create and demonstrate further jumping actions for the shopkeeper to call.

Equipment

An open playing area, cones



- **Pause the activity at intervals to focus on the specific teaching points for jumping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the jumping action during the activity.**



- **Show someone who lives with you how to perform a bunny jump.**



- **baile • siopadóir • cad atá agat dúinn inniu? • carranna rásaíochta • coiníní • liathróidí leadóige • sciosúir • bróga draíochta**



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of five. Use skipping ropes, cones or chalk lines to set up an alley (two parallel lines approximately three metres apart) for each group. Scatter beanbags, spot markers and other obstacles (creatures) close together inside the alley. In turn pupils must jump from the start of the alley to the end without stepping on the creatures. If a pupil jumps on a creature they must return to the start and wait their turn before trying again. When the pupil gets to the end of the alley they must run around the alley and back to the start, tag the next member of the group to start their turn and crouch down to show they have successfully completed the activity.



Variations

- Vary the number of obstacles in the alley to increase/decrease the difficulty.
- Invite groups to race against each other and ensure they focus on accurate jumping to move quickly through the alley.
- Vary the locomotor skill used to move through the alley, e.g. hop, side step, skip etc.
- Continue the activity for a set amount of time, encouraging groups to move through the alley as many times as they can before the time is up. Encourage pupils to take a different path on each turn through the creature alley.

Equipment

An open playing area, cones, skipping ropes or chalk, beanbags or spot markers



- Ensure one pupil is in the creature alley at any time.
- Ensure groups are adequately spaced to allow running room for pupils to return to the starting point.



- Find a line in your home, and practise jumping over and back across the line. Look for lines on tiles, on wooden floors, in carpets, in the driveway, in the garden. Do not play on lines on the road.



cóin • téad scipeála • comhthreomhar lena chéile • bun an lána • créatúirí tosaigh arís • timpeall an lána



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use cones to set up a defined playing area with a large square in the middle (the chaser's yard). Select one pupil to be the chaser who stands in their yard with their eyes closed or blindfolded. Invite the rest of the pupils, the bunnies, to jump around the playing space, including into and out of the chaser's yard. The chaser listens carefully to the bunnies jumping around them. When the chaser thinks that there are bunnies in their yard they call 'Bunny Trap!'. Anyone that is inside the chaser's yard must freeze. The other pupils must then try to free the frozen pupils by holding their hands and performing a jump together. The chaser tries to tag the bunnies who are attempting to free the frozen bunnies. If they are tagged, they must also freeze. Allow the activity to continue for a set amount of time, and then select another chaser.



Variations

- Select more than one pupil to be the chaser.
- Place obstacles in the playing area for pupils to jump over or move around.
- Change the locomotor skill used to move around the space, e.g skip, hop, walk, run etc.

Equipment

An open playing area, cones, blindfolds (optional)



- Remind pupils of safe jumping and landing technique before the game.
- Ensure pupils are comfortable with a blindfold if one is being used.
- Jumping can be a tiring activity for pupils. At intervals during the activity, provide opportunities for pupils to rest, e.g. take a stretch break.



- Think of animals that move by jumping. In your PE journal, draw a picture of three of these animals.



tóraig • clós • súile dúnta/púicín • coiníní ag preabadh • gaiste coiníní

DODGING

Cor i leataobh

Dodging is a locomotor skill that involves quick and sometimes deceptive changes of direction to evade or catch an opponent. Dodging takes the skill of running and incorporates dynamic, fluid and coordinated movement, allowing the pupil to change direction proficiently. Good balance and stability is essential to perform dodging, with a low centre of gravity achieved by bending the knees, thus allowing the body to rapidly shift from one side to another. This low stable position enables the muscles in the legs to generate maximum force in a sideways direction to create the dodging action.



The skill of dodging is evident in a wide range of playground activities and is a central component of most team sports. From as basic an activity as playing chase, to evading an opponent on a hurling pitch or avoiding a punch in the boxing ring, the dodge is an important skill in the pursuit of success in many sporting activities.

Things to consider

It is important that pupils practise dodging on both sides. While one side may be more proficient than the other, both sides should receive equal focus. Non locomotor skills such as twisting, turning, bending and swaying are useful skills to address in the lead up to dodging, while good running technique is essential as running at speed is a key component in mastering the skill.

If cones/spot markers are used to practise dodging in isolation, ensure that pupils do not simply run around the markers. A deliberate dodging action should be performed at each marker. Often it can be useful to instruct the pupil to touch each marker with the outside of their foot to promote good technique.



Dodging, deceptive, fake, change of direction, evade, centre of gravity, plant foot



Cor i leataobh • cealgaireacht • treo a athrú • éalú • seachain • méachanlár • cos a shá

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy discovering dodging through different pathways, levels and speeds with others in a fun environment. Characteristics of dodging at the exploring stage include:

- movement is stiff and not fluid in nature
- knee bend is minimal
- body position is high preventing a low centre of gravity
- feet often cross
- no deception or fake movement evident.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise dodging and evading skills in simple game activities such as chase or tag. Characteristics of dodging at the developing stage include:

- pupil tends to dodge in one direction
- an upright body position is less frequent, as is crossing of feet
- some force is generated in the plant and push off movement
- there is some deception evident.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils effectively combine dodging with other fundamental movement skills to engage in a variety of dynamic environments where strategy and problem solving are often necessary. Characteristics of dodging at the mastering stage include:

- knees are bent and the body leans forward with a low centre of gravity
- movements in all directions are quick, fluid and coordinated
- pupils include deception using a head and shoulder movement.

TEACHING POINTS FOR DODGING



Head up and eyes
focused forward



Low body position



To change direction
plant foot, bend knee
and push off from the
outside of the foot



Lower the body during
the change of direction



To add a deceptive
element to the dodge,
step/lean one way and
push off in the other
direction



Practise on both sides



Introducing the skill of dodging

Try to dodge...	Effective questions
<ul style="list-style-type: none"> from a high level to a low level 	<i>Which is easier/more natural?</i>
<ul style="list-style-type: none"> from a low level to a high level 	
<ul style="list-style-type: none"> staying at a medium level 	
<ul style="list-style-type: none"> changing direction every ten steps 	<i>How are you changing pathways?</i>
<ul style="list-style-type: none"> changing direction every five steps 	
<ul style="list-style-type: none"> really fast 	
<ul style="list-style-type: none"> in slow motion 	
<ul style="list-style-type: none"> really slowly then run fast 	
<ul style="list-style-type: none"> really fast then run slowly 	
<ul style="list-style-type: none"> smoothly/roughly 	<i>How do you control this?</i>
<ul style="list-style-type: none"> with great power and force 	
<ul style="list-style-type: none"> while coping a partner's movements 	
<ul style="list-style-type: none"> while playing follow the leader 	<i>Watch their feet</i>
<ul style="list-style-type: none"> and fake to trick a partner into going the wrong way 	
<ul style="list-style-type: none"> using all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or intended direction of travel	Head up, eyes focused forward
More than one step or a number of small steps required to change of direction	Change direction in only one step
Little or no power in the change of direction	Bend knee and push off from outside of your foot
Little or no deception in the dodge	lower body height down, then up when changing direction. Use your head and shoulders to 'fake' movement

Dodging Rubric

	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> • Movement is stiff and not fluid in nature 	<ul style="list-style-type: none"> • Pupil tends to dodge in one direction 	<ul style="list-style-type: none"> • Movements in all directions are quick, fluid and coordinated
Legs	<ul style="list-style-type: none"> • Knee bend is minimal 	<ul style="list-style-type: none"> • Some force is generated in the plant and push off movement 	<ul style="list-style-type: none"> • Knees are bent and the body leans forward with a low centre of gravity
Body	<ul style="list-style-type: none"> • Body position is high preventing a low centre of gravity • Feet often cross 	<ul style="list-style-type: none"> • An upright body position is less frequent, as is crossing of feet 	
Deception	<ul style="list-style-type: none"> • No deception or fake movement evident 	<ul style="list-style-type: none"> • There is some deception evident 	<ul style="list-style-type: none"> • Pupils include deception using a head and shoulder movement



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to find their own space in the playing area. When the music is played, pupils move around the area using a locomotor skill such as walking, running, hopping, skipping, jumping etc. When a pupil encounters another pupil on their way around the area, they must dodge to avoid them. When the music stops, pupils must perform a balance and hold it for a count of five. Restart the music and alter the locomotor skill to repeat the activity.



Variations

- Vary the tempo of the music and encourage pupils to move to the beat, thus promoting an understanding of rhythm.
- Change direction to the beat of the music e.g. dodge left or right every four beats.
- Pupils that lose their balance must complete five jumping jacks before rejoining the activity again.
- When the music stops, find a partner and perform a partner balance.

Equipment

An open playing area, music



- Ensure pupils exercise caution when dodging around each other, by keeping their eyes open and looking forwards in the direction they are travelling.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity.



- Ask a grown-up to put on some music for you. Show them how to dodge in time to the music.



cor i leataobh a spreagadh • ceol a sheinnt • reoigh • cúig léim • luas



ATHLETICS



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Use cones to set out a designated playing area. Invite three pupils to be taggers. These pupils tuck a bib into the back of their tracksuit bottoms. The other pupils find a space in the playing area where they are not in contact with each other. On a signal, pupils move around the playing area and try to avoid being tagged. If pupils are tagged, the tagger and the tagged pupil stop and face each other. The tagger tries to make the tagged pupil smile or laugh in five seconds. They cannot touch the other pupil. If the tagger is unsuccessful the tagged pupil runs free. If the tagger is successful the pupil takes a bib and becomes a tagger.



Variations

- Alter the locomotor skill used to move around the playing area, e.g. run, hop, skip, walk, side step, etc.

Equipment

An open playing area, bibs or tags, balls, cones



- Before beginning the activity discuss the importance of respecting each other's personal space when trying to make another pupil laugh. Ensure that pupils do not use physical touch or tickling to get their opponent to laugh.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.



- Play Laughing Tag with a grown-up at home.



triúr mar tóraithe • meangadh gáire • ag gáire • má theipeann ar an toraí • má éiríonn leis an toraí

Description of Activity

Set up a 'safe zone' around the perimeter of the playing area. Invite three pupils to stand in the centre of the playing area, and to play the role of the shark. The remaining pupils (the fish) find a space in the safe zone. To begin the game the sharks shout "Out fishy fish, come out to play". Once this is called the fish must walk slowly into the playing area towards the sharks. The fish must keep walking forward until the sharks call "Shark Attack!". When this is called the fish must dodge away from the sharks and get outside the playing area to the safe zone without being tagged. Any fish that is tagged becomes a shark.



Variations

- Vary the locomotor skill used to move around the playing area.
- Make the playing area bigger or smaller based on the needs of the class.
- When fish are caught they could perform a balance for a count of five before joining the sharks.

Equipment

An open playing area, cones



- Discuss safe tagging with pupils. Ensure that pupils do not grab or push each other, and that they use soft hands to gently tag their opponents, on the back of the torso between the hip and the shoulder.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.



- Uh Oh! Something falls in front of you as you are walking down the street. In your PE journal, draw a picture of you dodging around this obstacle.



na héisc • na siorcanna • taraigí amach ag imirt • ionsaí siorca



Description of Activity

Arrange pupils in groups of six. Invite one group to play the role of Farmers' Wives, while the other groups are the mice. Each mouse has a tag or bib tucked into their waist. When the teacher calls 'Off with their tails!' the Farmers' Wives chase the mice and try to collect as many tags/bibs as they can in one minute. After a designated time, the bibs are counted and the number is noted by the teacher. Select another group to play the role of the Farmers' Wives and distribute the bibs to the other pupils, and play the activity again. Repeat until all groups have had a turn as the Farmers' Wives. The team that collected the highest number of bibs wins.



Variations

- Vary the locomotor skill used to travel e.g. skipping, side stepping, etc.
- When a mouse is tagged, they must perform a balance or run around the perimeter of the playing area until the start of the next game.
- Introduce a numeracy challenge: allocate a number of points to different coloured tags. Add up the score at the end of the designated time. The group with the highest number wins.

Equipment

An open playing area, bibs or tags



- Ensure pupils tuck the corner of the bib or the end of the tags into the band of their clothing at the hip, not at the front or back.
- Between each game reinforce the teaching points of dodging chosen for this lesson.
- Encourage pupils to work as a team to tag their classmates. This is an opportunity to discuss teamwork and tactics with pupils.



- In your PE journal, draw a picture of the three blind mice dodging away from the Farmers' Wives.



fóirne de seisear • bean chéile an fheirmeora • na luchóga • bainigí na heireabail uathu



Description of Activity

Give a cone to approximately one third of the group. Pupils without the cones are the chasers and pupils with the cones must try to avoid them. When a chaser tags a pupil with a cone they call 'drop the biscuit'. The pupil holding the cone must drop it and then becomes a chaser. The chaser then picks up their cone and joins the other pupils with cones trying to avoid the other chasers.



Variations

- Vary the locomotor skill used e.g. hopping only, skipping etc.
- Alter the number of chasers and cone holders to increase/decrease difficulty.
- This activity could be adapted to practise dribbling or kicking with a ball.

Equipment

An open playing area, cones



- **Remind pupils about safe, respectful tagging. Ensure that pupils do not grab or push each other, and that they use soft hands to gently tag their opponents, on the back of the torso between the hip and the shoulder. Explain clearly to pupils how to tag safely.**
- **Ensure pupils exercise caution when dodging around each other, by keeping their eyes open and looking forwards in the direction they are travelling.**



- **Place some cones/toys/teddy bears around the back garden and dodge around them.**



cóin • tríán den rang • tóraí • lig don bhriosca titim • cor i leataobh



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Give two pupils a blue bib and a ball or beanbag and invite them to be the frost. Give two other pupils a yellow bib and a ball or beanbag and invite them to be the sun. The frost must chase the remaining pupils and tag them by touching them with the beanbag or ball. Once tagged the pupil becomes frozen and must perform a balance with their hands held out to the side. They can only become defrosted when they are touched by the sun with the yellow beanbag/ball. After a set amount of time, pause the activity, select new taggers and play again.



Variations

- Vary the locomotor skill used to travel around the playing area e.g. hop, skip, side step, jump, run, walk etc.
- Provide instructions for the frozen pupils' balances e.g. balance on two, three or four body parts.
- Increase the number of pupils playing the role of the frost and the sun.

Equipment

An open playing area, bibs, soft balls or beanbags



- **Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.**



- **In your PE journal, draw a playground game that involves dodging.**



bibí gorma • bibí buí • málaí pónairí • sioc • an ghrian



Description of Activity

Invite pupils to attach three clothes pegs anywhere on their clothing. On a signal, pupils move around the playing area trying to steal the other pupils' clothes pegs, and dodging other pupils who are trying to steal their clothes pegs. After a designated amount of time, pause the game and allow each pupil to count their clothes pegs. Each pupil should aim to have three close pegs by the end of the game.



Variations

- Vary the locomotor skill being used.
- Arrange pupils in two teams, identified by coloured bibs. One team can only steal the pegs from the other team. Pupils can give a spare peg to a teammate who has less than three.

Equipment

An open playing area, clothes pegs, bibs



- Encourage the use of correct stealing technique - clothes pegs must be open before they are removed from clothing, and not simply pulled off.
- Pegs must be placed on clothing and not attached to skin. Place clothes pegs only on the front or back of the torso, or along the bottom edge of the pupils' jumpers.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.



- If you have clothes pegs at home, show a family member how to play this game.



pionna éadaigh • na pionnaí • a cheangailt • éadaí • teorainn ama



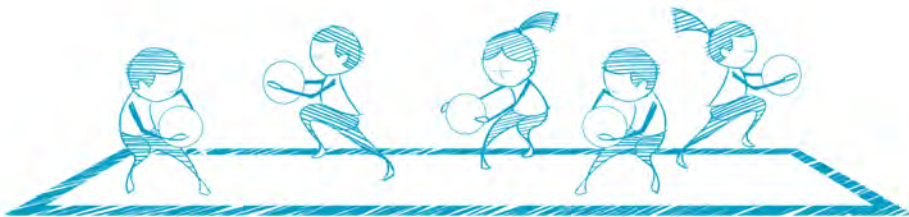
DANCE



GYMNASTICS

Description of Activity

Arrange pupils in groups of five. Divide the playing area into five metre by five metre squares and invite one group to stand in each square. Give a spot marker or ball to each pupil. Invite pupils to hold the ball out in front of them like a steering wheel and to move around the square without touching the other pupil in the square. After a designated time, pause the activity, take a stretch break, and play again.



Variations

- Introduce obstacles (cones) in the squares and invite pupils to dodge around them.
- Vary the locomotor skill used to move around the space e.g. skip, jog, hop, walk, etc.
- Gradually increase or decrease the size of the square.

Equipment

Sponge balls, quoits, spot markers, cones



- Ensure pupils exercise caution when dodging around each other, by keeping their eyes open and looking forwards in the direction they are travelling.
- Pause the activity at intervals to focus on the specific teaching points for dodging in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the dodging action during the activity.



- Practise dodging at home. Ask a grown-up to help you dodge off each foot.



- cúigear • grúpa sa chearnóg • liathróid • roth stiúrtha • gan lámh a leagan ar
- sos chun síneadh a dhéanamh

SIDE STEPPING

Céim ar leataobh

The side step or side gallop is a unique fundamental movement skill that involves the body moving sideways as it faces forwards. The skill is somewhat similar in nature to skipping with a flight phase as part of the movement, however, the movement is sideways and the lead leg never changes. While the side step is a basic fundamental movement skill, it is essential in a great deal of sporting activities such as moving from side to side in tennis, squash and badminton, tracking an opponent's movement in rugby or basketball or taking part in a dance routine.



Things to consider

Pupils tend to be able to side step before they can skip as the rhythmical action is less complicated. When teaching the skill, encourage pupils to side step rhythmically before they begin to side step for speed.



side stepping, sideways, lead leg, rhythmical action, safety hazards



céim ar leataobh • cliathánach • príomhchos • gníomh rithimeach • sábháilteacht

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy experimenting with movement in a sideways direction in a fun, non-competitive environment. Characteristics of side stepping at the exploring stage:

- movement is stiff and lacks rhythm
- not moving on the balls of the feet
- free leg is often dragged
- head is down.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise side stepping in both directions following a clear pathway. Characteristics of sliding at the developing stage:

- while more rhythmical, the movement is still not smooth
- head still tends to look down
- a flight phase is evident.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils demonstrate the side step proficiently on both sides in changing environments. The skill can be executed in a variety of activities and game settings. Characteristics of side stepping at the mastering stage:

- smooth rhythmical movement
- obvious momentary flight phase
- hips and shoulders point to the front with head up
- weight is on the balls of the feet.

TEACHING POINTS FOR SIDE STEPPING



Stand side on with hip and shoulder pointing in the direction of travel



Knees slightly bent with weight on the balls of the feet



Head stable and eyes focused forward or in the direction travelled



Lead foot steps in the direction travelled

TEACHING POINTS FOR SIDE STEPPING



Free foot follows quickly behind



There should be a brief period where both feet are off the ground



Arms out to the sides for balance



Movement should be rhythmic



Introducing the skill of side stepping

Try to side step...	Effective questions
• and spring high like a kangaroo	<i>Investigate if this is practical.</i>
• and stay low like a hobbit	<i>What height should you be at?</i>
• with really short side steps	<i>How big should your steps be?</i>
• with large long side steps	
• while holding hands with a partner, moving in the same direction	
• with your hands at your side	<i>What are your hands used for?</i>
• without bending your knees	<i>Why should knees be slightly bent?</i>
• with hands out to the sides for balance and bending your knees	
• in both directions	<i>Investigate which direction is easier.</i>
• along a line in the playground/hall	
• with a friend or group, playing follow the leader	
• using all the correct technique outlined	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or feet	Head up, look forward or in the direction you're travelling, trunk stable
Not keeping weight on the ball of the foot	Take off and land on the front of your foot
Feet not travelling on the same line or body turning during the slide	Ensure your body faces front and follow your shoulder/hip
Trailing leg is 'dragged' or maintains contact with the ground	There should be a period of time where both of your feet are off the ground (just slightly)
Issues with balance	Use your arms to help maintain balance
Pupils struggle with rhythm or feet cross	Step-together-step-together-step-together

Side Stepping Rubric

	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> • Movement is stiff and lacks rhythm 	<ul style="list-style-type: none"> • While more rhythmical, the movement is still not smooth 	<ul style="list-style-type: none"> • Smooth rhythmical movement
Legs	<ul style="list-style-type: none"> • Not moving on the balls of the feet • Free leg is often dragged 		<ul style="list-style-type: none"> • Hips and shoulders point to the front with head up • Weight is on the balls of the feet
Head	<ul style="list-style-type: none"> • Head is down 	<ul style="list-style-type: none"> • Head still tends to look down 	
Flight		<ul style="list-style-type: none"> • A flight phase is evident 	<ul style="list-style-type: none"> • Obvious momentary flight phase



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Use cones to set out a large defined playing area. Place spot markers randomly throughout the playing area and invite the pupils to find a space inside the area where they are not in contact with anyone else. On a signal, pupils side step slowly around the playing area. If the teacher calls touch, all pupils must side step to their nearest spot and touch it with their toe. If the teacher calls over, all pupils must side step over the nearest spot.



Variations

- Vary the locomotor skill used to move around the area, e.g. hop, skip, walk, jump etc.
- Increase the complexity of the commands, e.g. touch five cones, or side step over six spots.
- Instead of side stepping over the spot, invite pupils to side step onto the spot and perform a balance.
- Invite pupils to create new commands for the activity.

Equipment

An open playing area, cones and spot markers



- Ensure there is adequate space within the play area for pupils to move safely.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Talk about the difference between running and side stepping with a grown-up.



céim ar leataobh • cleachtadh a dhéanamh • bogshodar • lámh a leagan ar • cor i leataobh



ATHLETICS



DANCE



GAMES

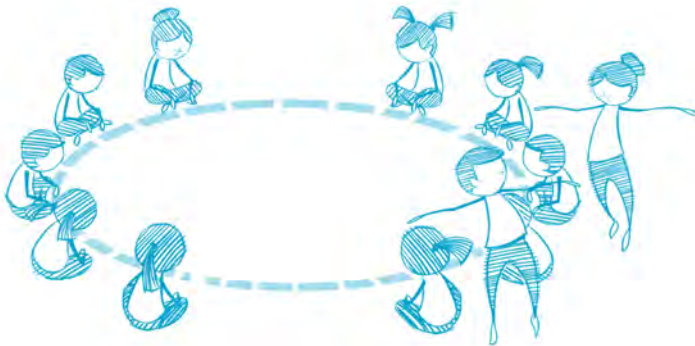


GYMNASTICS

Description of Activity

Invite pupils to sit in a large circle. Invite one pupil to begin side stepping in a circle around the other pupils calling out the word duck for each pupil that they pass. Eventually the pupil taps a seated pupil on the shoulder and says goose. This pupil must stand up and chase the other pupil before they make their way around the circle and occupy the vacated seat. Side stepping is the only movement permitted by the pupils moving around the circle.

Note: The tagger will not tap each pupil on the shoulder as they call duck as this could detract from the arm position in correct side stepping technique.



Variations

- Alter the locomotor skill used to move around the circle e.g. walk, run, hop, skip etc.
- Increase or decrease the size of the circle or invite pupils to complete two rounds of the circle before they can sit down.

Equipment

An open playing area



- For a large class group arrange the pupils in three groups and play three games of Duck Duck Goose concurrently, to ensure activity levels remain high and wait times are reduced.
- Ensure every pupil has an opportunity to be selected, e.g. pupils that have had a turn must sit facing outwards, pupils awaiting a turn sit facing inwards. The tagging pupil may only complete one round of the circle when selecting a chaser.



- At home, practise side stepping up and down your hall, driveway, kitchen or garden. Invite a grown-up to watch you and show them how to side step correctly.



lacha • gé • breith ar an ndalta • suí sa spás • céim ar leataobh



ATHLETICS



DANCE



GALES



GYMNASTICS

Description of Activity

Use the cones to set up a large square (ten metres by ten metres) in the playing area and scatter cones or spot markers on the ground throughout the square. Invite pupils to find a space within the square where they are not in contact with anyone else or any of the cones. The role of the teacher is to move through the square with hands spread wide, closing the space for the pupils. The pupils must side step around the square trying to avoid the teacher, the spot markers on the ground and the other pupils in the square. If a pupil is either caught by the teacher or accidentally touches a cone or spot they must freeze, perform a balance and now become an extra obstacle for the other pupils to avoid. When pupils are familiar with the game invite a pupil to take on the teacher's role.



Variations

- If space allows, set up two games running concurrently. Assign the role of the teacher to one pupil in each square and invite them to wear a bib. After a designated time, pause the activity and select a new pupil to play this role.
- Increase the number of pupils playing the role of teacher in the square to make the activity more difficult.

Equipment

An open playing area, cones or spot markers



- **Ensure pupils exercise caution when moving around the square.**
- **Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.**



- **In the yard, find some lines and practise side stepping along them.**



cearnóg • spotaí scaipithe timpeall • lámha sínte amach • céim ar leataobh • ról an mhúinteora a athrú



ATHLETICS



DANCE



GAMES



OUTDOOR &
ADVENTURE

Description of Activity

Arrange pupils in groups of three. Set out two cones for each group around ten metres apart. All of the pupils in each group line up at one cone and take turns to side step out and around the other. The first pupil side steps around the cone and back to their group, collects the second pupil in the line and holding one hand, they both side step around the cone and return to the start. This pattern continues until the whole group side steps together out and around the cone. Now the activity is reversed, with one pupil being returned to the starting line each time. If the chain is broken the group must start again.



Variations

- Change the locomotor skill used to move around the cone, e.g. skip, hop, jump etc.
- Set out various obstacles between the two cones for pupils to dodge or jump over.

Equipment

An open playing area, cones



- **Safety is important when playing this game. Ensure the group moves at the pace suitable to everyone and that nobody is dragged or pulled.**
- **Ensure groups are evenly spaced, that there is enough space for each group to work in and that there is adequate space to turn at the cone.**



- **Practise side stepping at home holding hands with a family member.**



cúigear ar gach foireann • timpeall na cóin • céim ar leataobh • snámhaí • slabhra



ATHLETICS



DANCE



GALES



GYMNASICS

Description of Activity

Invite pupils to find a space within the large playing area where they are not in contact with anyone else. Arrange pupils in pairs. Pupil A acts as the hen and pupil B as the fox. Invite each hen to tuck a bib into the band of their trousers or tracksuit bottoms (the hen's tail). On a signal the foxes chase the hens. The hens must side step around the area to evade the foxes. A fox can only move by side stepping and can catch a hen by pulling off its tail. When a hen is caught they automatically become a fox and begin to chase the remaining hens.



Variations

- Place hoops around the playing area to act as dens or safe-houses for hens to rest in. Foxes may not enter the den and hens can only spend five seconds resting in there.
- Foxes and hens can use alternative methods to travel around the playing area, e.g. foxes must side step while hens must hop, etc.

Equipment

Hall or large confined hard surface, bibs



- Ensure pupils have enough room in the playing area to move safely.
- Demonstrate safe, respectful tagging for the pupils, reminding them to gently pull the bib to remove it from the hen.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Practise side stepping at home.



pairtnéirí • sionnach • cearc • bibeanna • an t-eireaball a bhaint



DANCE



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Description of Activity

Set out a designated playing area using cones. Invite pupils to form a circle in the centre of the playing area. Invite one pupil to be the monkey who stands in the centre of the circle. The monkey side steps inside the circle facing outwards towards the other pupils. The other pupils side step in the opposite direction facing inwards in a large circle around the monkey. They call out 'monkey in the middle can't catch me' three times. At the end of the chant the pupils can break from the circle and run away from the monkey. The monkey must chase and tag the other pupils. Pupils cannot leave the designated playing area. The first pupil tagged becomes the new monkey and the game restarts.



Variations

- Change the locomotor skill used to move around the circle e.g. skip, hop, jump, walk, run etc.
- Increase or decrease the size of the circle or the playing area.
- Arrange the pupils in smaller groups and set up a corresponding number of designated playing areas.
- Increase the number of monkeys starting in the centre of the circle.

Equipment

An open playing area, cones



- Discuss and demonstrate safe, respectful tagging technique with pupils.
- Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.



- Investigate why it is important to keep your head up when you are side stepping



i gciorca • moncaí • céim ar leataobh • ní féidir leis an moncaí breith orainn



DANCE



AMES



GYMNASTICS



OUTDOOR & ADVENTURE

Description of Activity

Use cones to set out a large defined playing area and place six hoops (nests) randomly inside it. Invite four pupils to act as the cats and to wear bibs. The remaining pupils, the birds, begin to side step around the outside of the playing area. On a signal, the birds run into the area and try to get to the safety of a nest. The cats attempt to prevent the birds from stepping into a hoop by tagging them gently. If a bird is tagged they must step outside the playing area until the game starts again. Invite four new pupils to be the cats and play the activity again.



Variations

- Vary the locomotor skill used to move around the outside of the square e.g. hop, skip, jump, run, walk etc.
- When a pupil is tagged, they must perform a static balance for a count of five before becoming a cat.

Equipment

An open playing area, bibs, hoops



- **Demonstrate and encourage safe techniques to step into and out of the hoops.**
- **Discuss and demonstrate safe, respectful tagging technique with pupils.**
- **Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.**



- Practise side stepping leading with the left foot in the yard.

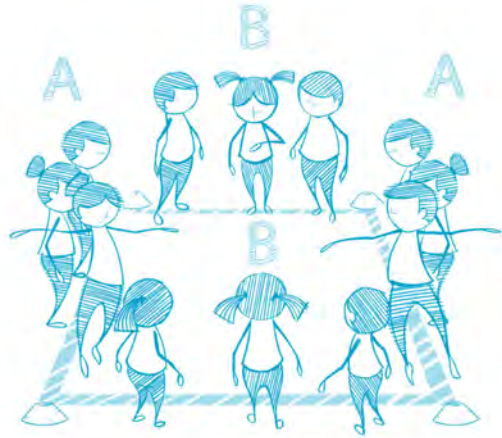


spás mór imeartha • sé fhonsa • na neadacha • ceathrar • na cait • bibeanna
• cor i leataobh • na héin • seasamh lasmuigh



Description of Activity

Use cones to set up a square playing area. Ensure that the square is small enough so that there is no more than arm's distance between each pupil. Arrange pupils in four groups (A,A,B,B) and invite each group to line up along one side of the square. Ensure that groups with the same name line up opposite to each other. When the teacher calls 'A' all the pupils in both 'A' groups attempt to side step to the side directly across from them without touching another pupil. If the teacher calls 'free for all' each group must attempt to cross the square at the same time without touching against anyone else.



Variations

- Increase or decrease the size of the square.
- Change the fundamental movement skill used to move within the square e.g. hop, skip, jump, walk, etc.

Equipment

An open playing area, cones



- **Pause the activity at intervals to focus on the specific teaching points for side stepping in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the side stepping action during the activity.**



- **Practise side stepping leading with the right foot in the yard.**



cearnóg • cóngarach dá chéile • foireann a haon • foireann a dó • gan lámh a chur ar • sciob sceab

BALANCING

Cothromaíocht

Balance is essential for all physical development and is a prerequisite for almost every movement skill. It is sub-divided into two categories:

1. Static balance

the ability to maintain a static position throughout a movement (e.g. a handstand in gymnastics).

2. Dynamic balance

controlling the body when moving (e.g. keeping the body stable while kicking a football).



In this resource we will be focusing on a one leg static balance. All movements require some form of static balance, which is managed through effective posture and a combination of muscular contraction and relaxation. Balancing on one leg the centre of gravity needs to be over the base of support. If a body part is extended away from this centre of gravity, then the body needs to compensate with an extension in the opposition direction, thus maintaining the centre of gravity over the base to keep the balance stable. The wider the base of support the easier it is to balance. The one legged static balance has a small support base so it is essential to first begin with large based balances as a prerequisite to this skill.

Things to consider

Always ensure that pupils have enough personal space when performing a balance. Where possible do not introduce apparatus until pupils have reached the mastering stage of development.



Support leg, non-support leg, foot flat, eyes focused, static, dynamic, posture, base of support, centre of gravity, be still



Cothromaíocht statach, cothromaíocht idirghníomhach, méachanlár, fan socair, cos tacaíochta, cos leathan, súile dírithe, scileanna luaile



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage pupils will enjoy exploring different types of balances, on different body parts, stationary and moving, alone and with others. Characteristics of the static balance at the exploring stage include:

- overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side
- looking down rather than straight ahead
- balance is achieved occasionally
- can balance with support

Developing stage

Tréimhse forbraíochta



At this stage of development pupils become more confident and proficient at balancing by practicing a range of balances in a problem solving or task orientated environment. Characteristics of the static balance at this stage include:

- eyes are more focused on a target with head up
- arms are used to aid the balance
- balance is lost less often
- balance is achieved on the dominant leg more often
- in general pupils achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance

Mastering stage

Tréimhse Máistrithe



At this stage pupils will not only be able to perform the static balance proficiently but also apply the skill of balancing in a gymnastics, dance and sporting setting. Characteristics at the mastering stage include:

- eyes are focused on the target
- arms and other body parts are used to counterbalance
- able to balance on either leg and with eyes closed

TEACHING POINTS FOR BALANCING



Support leg still,
with foot flat on
the ground



Non-support leg bent
and not touching
the support leg



Trunk stable
and upright



Head stable with
eyes focused forward
on a target



Arms as still as possible
with no excessive
movement - either at
the side or extended
to aid the balance



Introducing the skill of balancing

Can you balance on one leg with...

- your arms out to the side
- your hands on your hips
- a beanbag on your head
- the non-balancing leg in front of the support leg
- the non-balancing leg behind the support leg
- both legs touching
- your eyes closed
- using all the correct technique outlined

Effective questions

- What are our arms needed for?*
- Does this make it easier or harder?*
- Do you focus harder now?*
- Which is easier?*
- What are you thinking?*
- Let's put it all together!*

Can you balance...

- on two body parts
- on three body parts
- on four body parts
- on three body parts but only one can be lower body
- on one leg while catching a ball
- on one leg while throwing a ball
- on one leg while standing on a bench
- for five seconds
- for five seconds then walk, balance again for five seconds
- for five seconds run and jump then balance again for five seconds



This teacher led exercise encourages the pupil to discover for themselves what the correct technique should be. Effective questions are provided to help the teacher guide the pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking down	Head up, looking forward and focus on a target
Arms waving wildly	Holding the arms out to the side, try to keep them still for a count of 5 seconds
Holding the non-supporting leg against the support leg or hooking it behind the support leg	Hold the bent leg away from the support leg
Lifting the non-support leg too high	The knees of both legs should be at a similar height
Leaning the trunk forwards or sideways to assist balance	Stand up tall and straight and use the arms rather than body to counterbalance

Balancing Rubric

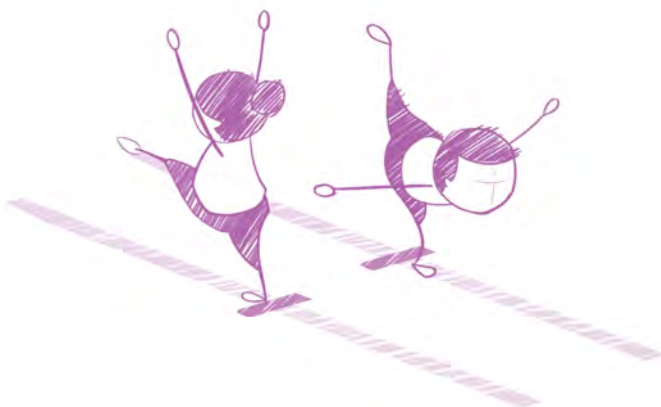
	Exploring	Developing	Mastering
Head	Looking down rather than straight ahead	<ul style="list-style-type: none"> Eyes are more focused on a target with head up Arms are used to aid the balance 	Eyes are focused on the target
Balance	Balance is achieved occasionally	Balance is lost less often	Arms and other body parts are used to counterbalance
Legs	Can balance with support	Balance is achieved on the dominant leg more often	The pupil is able to balance on either leg and with eyes closed
Overall	Overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side	In general pupils can achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance	



Description of Activity

Pupils walk along a line on the floor (this could be a line painted on the floor, a strip of tape or a line of spot markers). Invite pupils to:

- turn fully around in the middle without losing balance or toppling off the line
- complete the task with their eyes closed (in pairs with one pupil acting as a guide)
- hold a shape for a count of three as they balance on the line.



Variations

- Complete the activity with a partner, including a paired balance. Perform the line walk in canon (one after another) or approaching each other from opposite ends of the line. Can you move around your partner without falling off the line?
- Invite pupils to try this activity at lunch time - look out for lines you could use in the yard or playground.

Equipment

An open playing area, a painted line on the floor (hall markings), a strip of tape or a line of spot markers.



- **Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.**



- **Use lines at home to practise walking the line. Look for lines in your kitchen tiles, or wooden floors, or carpets; look in the hall, in your garden, on the footpath or in your driveway. Do not use lines on the road.**



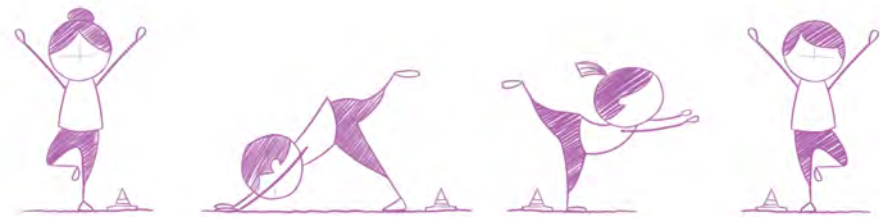
cruth a dhéanamh • cas timpeall • fanacht ar a gcathrom • gan titim • súile dúnta



Description of Activity

Place a spot marker or cone on the ground of the playing area for each pupil. Play the music and invite pupils to move around the space using a variety of different methods. When the music stops, pupils must find a spot and perform a balance of their choice.

Movements may include: walking, running, backwards walking, sideways walking, skipping



Variations

- Provide instructions for the balance. e.g. ‘balance on three body parts’, ‘balance on your right leg and your left hand’, ‘balance on one large body part’ etc.
- Invite pupils to move through the activity area like an animal of their choice, e.g. frog, bunny, kangaroo, or grasshopper.
- Balance with a partner or create a group balance.

Equipment

An open playing area, spot markers, music



- Ensure the playing area is free of obstruction.
- At various stages during the activity focus on balancing alone. Discuss today’s teaching points (usually two) with pupils. Use a pupil to demonstrate good technique, practice in pairs, then put back into the game scenario.
- Remind pupils to keep their eyes open while moving through the activity.



- Practise making individual, partner and group balances.



Breith ar an ngadaí • féinghluaiseacht • liathróid • seoid • garda slándála • reoigh • cothromaíocht • taisce • bunscoilleana • gluaiseachta • an teicníc a threisiú



Description of Activity

Pupils form a large circle in the centre of the playing area. Select one pupil to call out their name from where they are standing in the circle, and then perform a balance of their choice. The other pupils in the circle perform the same balance, holding it for a count of five. The next pupil in the circle then calls out their name and performs a balance, and the activity continues until all pupils have had a turn.



Variations

- After five balances, invite pupils to move around the playing area using a variety of locomotor skills such as walking, running, skipping, hopping, jumping, etc. On a signal, return to your original position in the circle and continue the balance activity.
- Arrange pupils into groups of five. Each group forms a circle and begins the activity. Every time a pupil performs a new balance, the group must perform the preceding balances and then hold the new balance for a count of five. This approach lends itself to the teaching of sequencing. When every pupil in the group has had a turn, each group performs their sequence for the class.

Equipment

An open playing area



- Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.



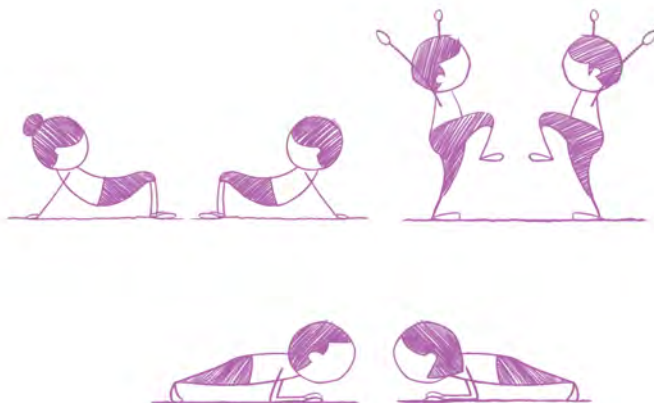
- Choose one of the new balances learned in class today. Practise it at home and teach it to a friend.



déan aithris orm ag cothromú • cobhsaíocht • ag cothromú • gluaiseachtaí éagsúla • fan socair • gan chorraí • cothromaíocht • teicnicí chearta • rothlath

Description of Activity

Invite pupils to find a space in the playing area where they are not in contact with anyone else. Select three pupils to be taggers. The rest of the class move freely around the playing area, trying to avoid the taggers. When a pupil is tagged they must perform a balance. To be set free, another pupil must perform the same balance for a count of three in front of the tagged pupil. When they have completed their balance, both pupils return to the game.



Variations

- Provide instructions for how the pupils move around the playing area, e.g. walk, run, skip, hop, jump etc.
- Introduce more taggers or reduce the size of the playing area to increase the chances of pupils being tagged and thus performing a balance.

Equipment

An open playing area



- Taggers cannot tag a pupil when they are performing a balance to free a classmate.
- Stick up some balancing cue cards around the playing area to help pupils to choose a balance.
- Invite pupils to describe the balance they are performing, e.g. number of body parts; large or small body parts; same side or opposite side etc.



- In your PE journal, draw a picture of a balance you performed today.



tóraíocht scáthánach • cobhsaíocht • féinghluaiseacht • tóraithe breise



DANCE



GYMNASTICS

Description of Activity

Arrange pupils in groups of three or four. Each group forms a line, one pupil behind the other, and begins to move around a designated area using a suggested locomotor skill such as skipping, side stepping or running. The first pupil in the line is the leader. The other pupils in the group follow and copy the leader's actions. On a signal, each group stops and the leader performs a balance. The rest of the group perform the balance for a count of five. The leader then moves to the back of the line and all pupils in each group have a turn.



Variations

- On a signal, each group stops and performs a group balance.
- Vary the locomotor skill used to move around the area e.g. jumping, hopping, etc.
- Complete this activity as a whole class group.

Equipment

An open playing area



- **Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.**



- **Practise balancing on one leg at home every day this week when you are brushing your teeth.**



- **lean an ceannaire chothromaíochta cobhsaíocht • féinghluaiseacht • ag scipeáil • ag rith • aithris a dhéanamh ar na geaitsí • fanacht ar do chothrom • pointí teagaisc a phlé**



DANCE



AMES



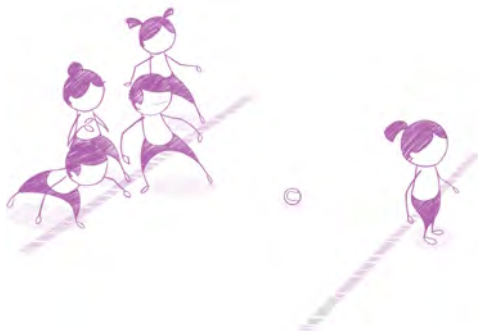
GYMNASTICS



OUTDOOR & ADVENTURE

Description of Activity

Use cones to set out a large rectangular playing area. Select one pupil to adopt the role of the guard. This pupil starts at one end of the playing area, while all other pupils start at the opposite end. The guard turns his/her back towards the rest of the group and the jewel (beanbag) is placed in the middle of the playing area between the guard and the other pupils. On a signal, pupils begin to sneak towards the guard in an attempt to retrieve the jewel without being caught. The guard can turn around to face the group at any time. When this happens all pupils must freeze and balance on the spot. If the guard catches anyone moving they must move back five giant paces and perform a new balance until the guard turns their back again. When the jewel has been retrieved, select another pupil to adopt the role of the guard and play again.



Variations

- Vary the locomotor skill used to travel in the playing area, e.g. hop, skip, jump etc.
- When the guard turns around, perform a balance. The guard counts to five, and if any pupil loses their balance they must take five steps backwards.
- Increase the number of jewels in the playing area for pupils to retrieve.
- Complete this activity in groups of five to allow more pupils the opportunity to be the guard.

Equipment

An open playing area, beanbag (or another item to represent treasure)



- **Pause the activity at intervals to focus on the teaching points for balance in the lesson. Provide feedback to individuals while they perform the balances during the activity.**



- **At home, perform a T-balance in front of a mirror. In your PE journal, draw a picture of your balance.**



breith ar an ngadaí • féinghluaiseacht • liathróid seoid • garda slándála • reoigh • cothromaíocht • taisce • bunscoilleana gluaiseachta • an teicnic a threisiú



Description of Activity

Invite pupils to find a space in the playing area where they are not in contact with anyone else. Pupils lie down on the ground with their arms by their side and feet together. Invite pupils to explore balancing on their bottom using the following instructions:

- Curl up into a ball, bringing your knees in close to your chest and wrapping your arms around the legs.
- Roll gently from side to side.
- Roll forward and backwards, keeping the arms wrapped around the legs, until you come all the way up to a seated position.
- Lift your legs up off the ground, keeping your knees in close to your chest. Can you balance like this?
- Stretch your arms out to the side and straighten your legs out in front of you, without letting your feet touch the floor. Can you balance like this?
- Bring your knees back into your chest again and roll back gently onto the floor.



Variations

- If space is limited or pupils have difficulty rolling up to the seated position, invite them to work in pairs. Pupils take turns helping each other to roll up.
- Invite pupils to create and perform a variety of balances on the bottom.
- Invite pupils to create and perform partner balances on the bottom.

Equipment

An open playing area



- As this balance is performed on the bottom and not on a single leg, the following teaching points apply: keep your head stable with your eyes focused forward on a target; keep your trunk stable; keep your arms as still as possible with no excessive movement either at the side or extended to aid the balance.



- Investigate the different ways you can balance on the bottom. Practise in the yard with your friends, taking turns to follow instructions.



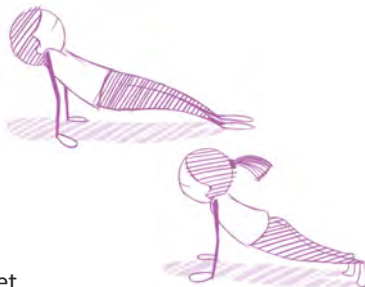
cobhsaíocht • ag cothromú • rolladh réidh • ag obair l mbeirteanna • suíomh suite • cothromaíocht bheirte



Description of Activity

Invite pupils to find a space in the playing area where they are not in contact with anyone else. Guide them through this sequence of body balances using the following instructions:

- Sit on the ground with legs outstretched.
- Raise your hips to balance on your hands and feet.
- Raise each leg alternately off the ground.
- Return your hips to the ground and roll over so that the tummy is facing downwards.
- Raise hips again to balance on hands and feet.
- If you feel comfortable, try to raise each leg alternatively off the ground.
- Lower your body back down to the ground, and roll back over.
- Come back up into a seated position.



Pupils repeat the sequence from start to finish at their own pace.

Variations

- In pairs, complete the actions by mirroring each other. Then create and perform a new sequence using similar balances.
- Hold the balance for a count of five, or to spell one of your spelling words.
- Invite pupils to lift one foot and the opposite hand off the ground simultaneously.
- Invite pupils to move around the space in either of these positions.

Equipment

An open playing area



- Perform each movement at a slow and steady pace.
- Invite pupils to lower their body gently back down to the floor if their arms get tired.
- As this balance is performed on the arms and feet, and not on a single leg the following teaching points apply: keep your head stable with your eyes focused forward on a target; keep your trunk stable; keep your arms as still as possible with no excessive movement to aid the balance.



- Design a balance sequence and practise it at home with a friend.



- seicheamh • ag súí ar an dtalamh • cromáin a ardú • cosa a ardú

LANDING

Tuirlingt

The ability to land safely is a hugely important fundamental movement skill. This section will focus on landing on the feet. As one of the three phases of jumping, landing should always be taught first to ensure pupils return safely to the ground without injury. The skill involves absorbing force over a large area, usually the legs or hands for a prolonged period of time. This force should be absorbed over as large an area or distance as possible with the joints bending to absorb the force. We use landing in a wide range of activities, jumping to catch a ball in gaelic football, vaulting in gymnastics or from jumping off the bed.



Things to consider

As mentioned in the description above, landing is an essential prerequisite to jumping. Developing the ability to absorb the force of a landing ensures that there is less impact and thus less opportunity for injury. Ensure that pupils are wearing adequate footwear, that shoelaces are tied at all times and that the playing area is cleared of any potential trip hazards.



Landing, absorb force, impact, balance, stable position



Tuirlingt • fórsa a mhaolú • tuairt • cothromaíocht • suíomh socair



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy experimenting with landing from different heights using a variety of obstacles in a safe environment. The focus at this stage of development is on having fun and exploring different ways to land. Characteristics of landing at the exploring stage:

- no consistent stable base of support is evident (the pupil will lose balance left/right/forwards/backwards easily upon landing)
- landing is flat footed with no toes-ball-heel action
- very little bending of the knees to absorb force.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise landing from different heights and distances paying particular attention to absorbing the impact of the landing. Characteristics of landing at the developing stage:

- A stable base is evident
- upon landing the toes-ball-heel action is more evident
- knees bend after the heel touches the ground
- occasionally loses balance forwards.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils show confidence and competence landing from a variety of different levels and distances, both in an isolated and game based setting. Characteristics of landing at the mastering stage:

- the landing movement is controlled
- a wide stable base is evident
- force is absorbed by bending the knees, ankles and hips.

TEACHING POINTS FOR LANDING



Head up, stable and looking straight ahead



Arms should be stretched out in front to maintain balance



Stomach should be pulled in and bum tucked under the body



Land with the feet wide apart but still in a stable position



Bend the knees



Land on the feet in the order toes-ball-heel



Introducing the skill of landing

Try to...

- jump and land like a hippo
- jump and land as soft as a butterfly
- jump and land without bending your body
- jump and land bending your knees, hips and ankles
- jump as far as you can and land without falling forward
- jump as high as you can and clap your hands as many times as possible before landing
- jump onto and off a mat
- jump off a bench and land safely on the ground (discovery stage upwards only)
- jump as far as you can and freeze on landing
- count how many jumps it takes to cross the hall/yard (if you lose balance on landing you have to start again)
- using all the correct technique outlined

Effective questions

- Why is this not effective?*
- Can you maximise your jump like this?*
- Why is this not possible?*
- What would cause this?*
- What is happening to your body?*
- Let's put it all together!*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Head/eyes looking down	Head up, look forward and focus on a target
Arms waving wildly or held out to the side. Body falling forward upon landing	Hold your arms out in front to help counteract the forward momentum and help with balance
Knees are straight during the landing	Bend your knees, ankles and hips
Landing flat footed	Land on your toes-ball-heel. Practise this mantra over and over again
Uncontrolled landing	Practise holding your landing position for at least three seconds

Landing Rubric

	Exploring	Developing	Mastering
Head	<ul style="list-style-type: none"> Looking down rather than straight ahead 	<ul style="list-style-type: none"> Eyes are more focused on a target with head up Occasionally loses balance forwards 	<ul style="list-style-type: none"> Eyes are focused on a target
Balance	<ul style="list-style-type: none"> No consistent stable base of support is evident 	<ul style="list-style-type: none"> A stable base is evident 	<ul style="list-style-type: none"> A wide stable base is evident
Legs	<ul style="list-style-type: none"> Very little bending of the knees to absorb force 	<ul style="list-style-type: none"> Knees bend after the heel touches the ground 	<ul style="list-style-type: none"> Force is absorbed by bending the knees, ankles and hips
Overall	<ul style="list-style-type: none"> Landing is flat footed with no toes-ball-heel action 	<ul style="list-style-type: none"> Upon landing the toes-ball-heel action is more evident 	<ul style="list-style-type: none"> Landing movement is controlled



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange the pupils in pairs facing each other. Give each pair a cone and two spot markers. Each pupil stands at a cone and places two spots side by side in front of them. On a signal, both pupils jump onto their respective spots (wide stance with one foot on each spot). Pupils are encouraged to point both hands (pistols) at their partner and shout 'bang!' (hands out for balance). Pupils reset the activity and await the next signal.



Variations

- Encourage the pupils to try jumping for height.
- Start the activity with pupils standing at their cones, with their back facing towards their partner's back. On the signal, pupils must now turn and jump to land on the spots.

Equipment

An open playing area, cones and spot markers



- Demonstrate for the pupils what the motorbike landing looks like:
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Play this game at lunchtime with your friends.



i mbeirteanna • dhá chón os a gcomhair • tarraing • plab



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Use cones to mark out a designated space within the playing area. Place various small pieces of PE equipment such as skipping ropes, cones, balls, etc. within the designated space. Arrange pupils in pairs. Pupil A is the leader and pupil B must shadow their movements. These movements could include any of the locomotor skills such as walking, running, skipping, hopping, jumping, side stepping etc, performed at various levels (high, middle, low). Pupil A may lead pupil B to jump over an obstacle in the playing area, focusing on correct landing technique. After a set period of time, reverse the roles and continue the activity.



Variations

- Alter the locomotor skill used to move around the playing area.
- Pupils must perform a balance after they land.
- Pupils could work in groups of three with one pupil giving feedback to the other two pupils on their landing technique.

Equipment

An open playing area, cones, skipping ropes and other small pieces of PE equipment such as beanbags, quoits, etc



- Ensure pupils have adequate space to move around and that there are enough obstacles for everyone to jump over. Encourage pupils to exercise caution when jumping over an obstacle and to ensure that another pair are not already using that obstacle.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Practise landing at home by jumping over a small cushion, teddy or other small item. Ask a grown-up to make sure your landing area is safe.



constaicí • téad scipeála • cóin • liathróidí • ceannaire • leibhéal ard • leibhéal íseal



ATHLETICS



DANCE



GALES



GYMNASTICS

Description of Activity

Arrange the pupils in small groups and give each group six spot markers (or hoops). Each group lines up behind the first spot, and the remaining spots are placed in a straight, curved or zig-zag line in front of the group. Invite one pupil in each group to be the leader. The remaining pupils follow the leader as they perform a sequence of jumps across the spots. Pupils can select two feet jumps, hops, one-to-two feet jumps or two-to-one feet jumps. The last jump should be a jump for height with a stable landing.



Variations

- Allow pupils to practise one type of jump only to ensure the focus is on correct landing technique for each jump.
- Instead of following the leader, allow each pupil to create their own sequence when it is their turn to jump along the spots.

Equipment

An open playing area, spot markers or hoops



- **Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.**



- **Play hopscotch in the yard at lunchtime. Practise good landing technique.**



- **léim ar dhá chos • léim ó chos amháin go cos eile • léim ard • gluaisrothar**



ATHLETICS



DANCE



GALES



GYMNASTICS

Description of Activity

Select one pupil to stand at one end of the playing area, and to play the role of Mr Wolf. The other pupils line up along the boundary line at the other end of the playing area. Mr Wolf turns his back to commence the activity. The other pupils call out 'What's the time Mr Wolf?'. Mr Wolf turns around and answers with a time (e.g. three o'clock). He then turns his back again while the pupils advance three spaces by jumping forward. They repeat the chant 'What's the time Mr Wolf?', to which Mr Wolf will continue to respond until the pupils come very close to the end line. Once the line of pupils come close, Mr Wolf can respond to the chant by saying 'It's dinner time!' at which point he will turn and chase the pupils back to the starting line with the aim of catching them. Select another pupil to be Mr Wolf and repeat the activity.



Variations

- Change the locomotor skill used to move towards Mr Wolf, e.g. walk, hop, side step, etc.
- The activity can also be called Mrs Wolf. Invite a female pupil to act out this role.

Equipment

An open playing area



- **Emphasise the FMS of landing. Encourage pupils to hold the landing position before taking the next jump.**
- **Ensure pupils exercise caution when running away from Mr. Wolf. Turn around and run back to the start in a straight line to avoid colliding with other pupils.**
- **Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.**



- In your PE journal, draw a picture of you landing after jumping.



mactíre • cén t-am é, a mhactíre? • níos congaráí • am dinnéir



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Invite pupils to find a space within the playing area where they are not in contact with anyone else. Place the PE equipment (ropes, hoops, cones, spot markers) randomly around the playing area. Teacher calls out the following chant: 'Moving through the forest, What do you see? I think I see a monkey, BOINGGGG! Jumping after me!'

For a set amount of time, pupils run away from the imaginary monkey, jumping over the PE equipment and landing safely. The teacher can call out some of the following commands as the pupils are running around:

- Duck under the fallen branch!
- Leap over the fallen log!
- Dodge around the banana peel!
- Hide from the monkey! (crouch down)



Variations

- Pupils select an animal and move around the playing area like that animal.
- Invite pupils to try backwards jumps or sideways jumps over the equipment.
- Change the rhyme so that pupils focus on a different locomotor skill.

Equipment

An open playing area, ropes, hoops, cones, spot markers



- Encourage pupils to hold the landing position for a count of three before moving on.
- Ensure pupils have adequate space to move around and that there are enough obstacles for everyone to jump over. Encourage pupils to exercise caution when jumping over an obstacle and to ensure that another pupil is not already using that obstacle.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Landing safely is important. Talk to a grown-up about ways we can protect ourselves if we fall at home.



sa dufair • feicim moncaí • ordaithe • géaga • cor i leataobh • téigh i bhfolach



ATHLETICS



DANCE



GAMES



GYMNASTICS

Description of Activity

Arrange the pupils in pairs (A and B) and give each pair two spot markers and one skipping rope. Place the two spots on the ground a short distance apart and place the skipping rope in between the spots. Invite pupils to imagine that they are stranded on one side of a stream. Pupil A performs a jump for distance from one spot over the rope with a safe landing on the other spot. When pupil A lands, pupil B counts to three as pupil A holds the landing. Roles are then reversed.



Variations

- Increase the distance between the spots
- Encourage pupils to jump for distance off two feet.
- Introduce some elevated surfaces for pairs to jump off, such as steps, benches, blocks etc.

Equipment

An open playing area, spot markers, skipping ropes



- Ensure the emphasis is placed on correct landing technique.
- Ensure groups are spaced out and that pupils are not jumping across the path of other groups.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- In the yard, practise jumping over a rope with a friend. Give them feedback.



i mbeirteanna • léim fhada • tuirlingt • sábháilte



Description of Activity

Arrange the pupils in pairs and scatter the cones randomly around the playing area. Pupil A chants the rhyme below for pupil B who must jump off two feet over the cone (the candlestick) and attempt to land safely on the other side of the cone. Pupil B should jump over three cones while pupil A is saying the rhyme: 'Jack be nimble, Jack be quick, Jack don't land on the candlestick'. After pupil B has completed three jumps and three landings, swap roles and play again.



Variations

- Use cones of varying heights depending on the ability of the pupils.
- Chant a different nursery rhyme and have the pupils come up with their own landing idea for everyone to try.
- Invite pupils to add a line to the story each time it is their turn to say the chant.

Equipment

An open playing area, cones



- Ensure pupils have adequate space to move around and that there are enough cones for everyone to jump over safely. Encourage pupils to exercise caution when jumping over a cone and to ensure that another pair are not already using that cone.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Design a game around your favourite nursery rhyme that involves landing. Play this game with a friend in the yard.



coinnleoir • gasta • rím • léim thar na cóin • gluaisrothar



ATHLETICS



DANCE



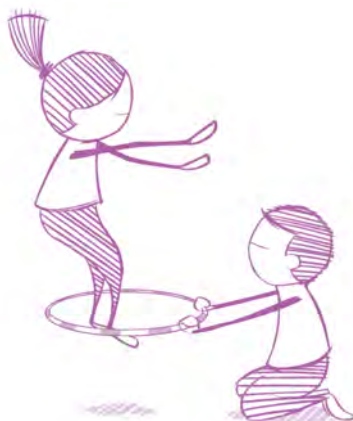
GALES



GYMNASTICS

Description of Activity

Arrange the pupils in pairs, with one hoop between each pair. Begin by placing the hoop flat on the ground. Pupils take turns to jump into and out of the hoop, five times each. Progress the activity by inviting one pupil to raise the hoop slightly off the ground. The other pupil must now jump in and out of the hoop, taking care to practise correct landing technique. Each pupil takes five jumps into the hoop before swapping roles and repeating the activity. Again progress the activity by inviting the pupils to raise the hoop slightly higher off the ground.



Variations

- Pupils can jump in and out of the hoop using forwards, backwards, and sideways jumps, focusing on correct landing technique each time.
- Partners use the hoops to perform a sequence of jumps and landings which last thirty seconds. Pupils take turns to perform the sequence for the class.
- Invite pupils to perform a static balance after every landing.

Equipment

Hoops



- At its highest point, the hoop should be no higher than the knees of the pupil that is jumping. The pupil holding the hoop may wish to kneel or sit down.
- Pause the activity at intervals to focus on the specific teaching points for landing in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise on the spot and then return to the activity. Provide feedback to individuals when they perform correct landing technique during the activity.



- Ask a grown-up to perform some jumps and landings for you at home. Give them feedback on their landing.



ar na glúine • fonsa ós a gcomhair • léim isteach • léim amach • léim go cliathánach • tuirlingt

CATCHING

Gabháil

Catching is a manipulative skill that is closely associated with throwing, yet extremely different in nature. Relying on the ability of the eye to track an object, the skill involves absorbing and controlling the force of the object with a part of the body, usually the hands. Balance is also fundamental to the skill of catching - a wide and low stable base is necessary along with positioning the body in line with the flight of the object. Good balance is essential for successful catching in the early stages of development. The ability to catch is vital in order to play a wide range of games such as gaelic football, basketball, rugby, hurling, baseball, rhythmic gymnastics and playground games. A pupil's inability to catch becomes evident to their peers extremely quickly, so plenty of opportunities to play and practise with objects of different sizes is essential to develop proficiency.



Things to consider

Contrary to general perception, it is far better to initially teach the catch using smaller objects. Learning to catch large objects, then moving to smaller objects can be detrimental to developing proficient catching technique because it encourages the use of the arms and chest to trap the object. It takes on average five years to become proficient at catching so pupils should be exposed to as many opportunities to practise the skill as possible.



Watch the object, hands reach towards the object, absorbing force, wide and low stable base



Coinnigh súil ar an réad • lámha sínte i dtreo an réad • sín na lámha amach leis an liathróid a fháscadh, bonn socair íseal

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy a variety of catching experiences using objects of different sizes, shapes and textures. Characteristics of catching at the exploring stage include:

- body may turn away to avoid the catch
- arms are held straight out in front of the body
- body rather than the arms is used to catch (trap) the object
- body doesn't react to the catch until the point of contact.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise catching a range of different sized objects, thrown from different heights and distances, at various speeds. The catch is still predominantly static. Characteristics of catching at the developing stage include:

- eyes may close upon contact with the object
- arms tend to trap the ball rather than catching with the hands
- hands attempt to squeeze the object
- catches are poorly timed and uneven.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils display catching proficiently in changing environments. The skill will be executed in a variety of activities and game settings. Characteristics of catching at the mastering stage include:

- body is positioned directly in line with the object
- eyes follow the flightpath of the object into the hands
- arms 'give' in contact with the object to absorb force
- hands and fingers are spread and relaxed to receive the object.

TEACHING POINTS FOR CATCHING



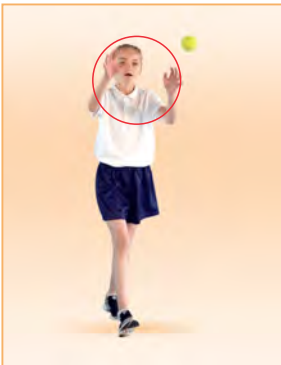
Eyes focused on the object throughout the catch



Move feet to place the body directly in the path of object and secure a wide base of support



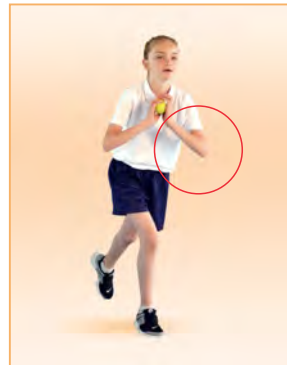
Hands reach out to meet the object



Fingers and hands are relaxed and slightly cupped to receive the object



Catch and control the object with the hands only



Elbows bend at least 90 degrees to absorb the impact



Introducing the skill of catching

Try to...	Effective questions
<ul style="list-style-type: none"> experiment with rolling and trapping balls 	<i>How are your hands positioned?</i>
<ul style="list-style-type: none"> roll a ball at different speeds 	
<ul style="list-style-type: none"> roll a ball directly to or slightly to the side of a partner 	
<ul style="list-style-type: none"> move towards a rolling ball 	<i>What are you thinking about?</i>
<ul style="list-style-type: none"> throw an object in the air and catch it 	<i>Where is your body positioned?</i>
<ul style="list-style-type: none"> bounce a ball and catch it 	<i>What will help your hands absorb the ball?</i>
<ul style="list-style-type: none"> catch an object without letting it touch your body 	<i>What do your elbows do?</i>
<ul style="list-style-type: none"> use a container to catch an object 	<i>How long are your eyes focused on the object?</i>
<ul style="list-style-type: none"> catch while standing, sitting, kneeling 	
<ul style="list-style-type: none"> catch a bouncing ball 	
<ul style="list-style-type: none"> catch while on the move 	<i>What must you do with your feet?</i>
<ul style="list-style-type: none"> catch with one hand 	
<ul style="list-style-type: none"> use all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looks away from the object or shutting eyes when catching	Track the object with your eyes and keep your eyes open on contact
Not moving body in line with the object or leaning back when catching	Move towards the object
Mistiming of hand closure	Reach and squeeze the ball into your hands
Trapping the object with the arms and chest	Slightly cup the ball with your hands, fingers spread out and relaxed
Difficulty gripping the object	Point your fingers up for a high object Point your fingers down for a low object
Little or no 'give' after the catch	Bend your elbows to absorb the force

Catching Rubric

	Exploring	Developing	Mastering
Eyes		<ul style="list-style-type: none"> Eyes may close upon contact with the object 	<ul style="list-style-type: none"> Eyes follow the flightpath of the object into the hands
Body	<ul style="list-style-type: none"> Body may turn away to avoid the catch 		<ul style="list-style-type: none"> Body is positioned directly in line with the object
Arms	<ul style="list-style-type: none"> Arms are held straight out in front of the body 	<ul style="list-style-type: none"> Arms tend to trap the ball rather than catching with the hands Hands attempt to squeeze the object 	<ul style="list-style-type: none"> Arms 'give' in contact with the object to absorb force
Overall	<ul style="list-style-type: none"> The body rather than the arms is used to catch (trap) the object The body doesn't react to the catch until the point of contact 	<ul style="list-style-type: none"> Catches are poorly timed and uneven 	<ul style="list-style-type: none"> Hands and fingers are spread and relaxed to receive the object

Description of Activity

Invite pupils to find a space in the playing area where they are not in contact with anyone else. Give each pupil a beanbag and invite them to practise throwing it up in the air and catching it while standing still. Include some of the following challenges:

- How many catches can you count before the beanbag drops?
- Can you clap before catching the beanbag?
- Can you clap under your leg before catching the beanbag?
- Can you turn around before catching the beanbag?

Invite pupils to walk around, still throwing the beanbag up in the air and catching it. Pupils count how many catches they complete while walking. Continue to provide instructions for challenges before the catch such as clap hands, click fingers, touch the ground, turn around etc.



Variations

- Use a ball instead of a beanbag.
- Complete the activity only while standing still, or while sitting.
- If the playing area is limited arrange the class in two groups, with one group catching on the move as the other group catches while standing still.

Equipment

An open playing area, beanbags (one per pupil)



- Ensure the playing area is open and free of obstruction.
- Encourage pupils to exercise caution and to look where they are going when walking and catching.
- Ensure pupils have their hands out in front of them in a good catching position.



- Practise this activity at home using a rolled up pair of socks, on your own or with a friend or family member.



- an féidir leat í a ghabháil? • gabháil agus caitheamh • málaí pónairí • bualadh bos • Gabh é/í • Comhairigh

Description of Activity

Arrange pupils in pairs and invite them to find a space in the playing area where they are not in contact with any other pair. Pupil A stands one metre behind pupil B, both facing in the same direction. Pupil A rolls a tennis ball under pupil B's legs. Pupil B must react quickly to retrieve the ball. Pupil B returns the ball to pupil A who repeats the activity five times before swapping over the roles and playing again.



Variations

- To simplify the activity, begin with beanbags and to increase the difficulty of the activity progress to footballs.
- Invite pupil A to bounce the ball between the legs of pupil B instead of rolling it. Pupil B must try to catch it before it bounces a second time.

Equipment

An open playing area, tennis balls, bean bags, footballs, cones



- Ensure pupils are not rolling the ball across the path of another pair.
- Encourage the catcher to face forward and not to preempt the throw.
- Encourage pupils not to roll the ball too far away (no more than three metres).
- Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Provide feedback to individuals while they are catching during the activity.



- Practise catching at home by bouncing a ball against a wall and catching it before it bounces a second time.



freagair • scil láimhsithe • féinghluaiseacht • ag caitheamh • i mbeirteanna • taobh thiar • treo céanna • liathróid a rolladh • breith ar an liathróid

Description of Activity

Arrange pupils in pairs, pupil A and pupil B. Line all pairs up along the edge of the playing area, all facing in the same direction into the playing area. Pupil A stands behind pupil B and throws the ball over their shoulder. Pupil B must try to catch it before it bounces a second time. When pupil B has caught the ball, they return it to pupil A who repeats the activity five times. Pupils then swap roles and play again.



Variations

- Arrange pupils in groups of three, with pupil A standing behind the other two pupils. The two pupils must now compete to catch the ball after pupil A has thrown it over them.
- Throw a reaction ball instead of a tennis ball.
- Use a variety of balls of different sizes and shapes.

Equipment

A hard playing surface, tennis balls, reaction balls, cones



- Encourage the catcher to face forward and not to preempt the throw.
- Remind pupils to keep their eye focused on the ball as the bounce is unpredictable.
- Encourage the throwers not to throw the ball too far away from the catchers.



- At home, use a ball or beanbag to practise catching on the spot. Throw the ball high up above you and catch it when it comes back down, without letting it bounce.



an treo céanna • freagair • tar éis preabadh na liathróide

Description of Activity

Pupils sit cross legged on the floor with a ball each. Invite them to explore rolling the ball on the ground around their body. Pupils then find a partner and using only one ball per pair sit facing each other with legs outstretched and feet touching. Practise rolling the ball back and forth on either side of the body. Focus on catching and trapping the ball with the hands.

Next, invite pupils to throw the ball so that it bounces once before their partner catches it. If the throw is not accurate, lean the body left or right to get behind the path of the ball. If the throw is accurate, try moving further apart.



Variations

- To progress the activity, practise rolling and bouncing the ball while standing up.
- Practise rolling the ball into or onto a target.
- Arrange pupils in groups sitting three metres apart in a zigzag line formation. Invite pupils to roll/bounce the ball from pupil to pupil, up and back along the zigzag line.
- Explore different ways to roll the ball, under, over and through obstacles.
- Consider using a rolled up sock to practise throwing and catching in pairs.

Equipment

An open playing area, one small bouncy ball for each pupil



- **Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Provide feedback to individuals while they are catching during the activity.**



- **Practise rolling a ball against a wall at home.**



- **cosa trasna ar a chéile • liathróid a rolladh • i mbeirteanna • gabháil • caitheamh • le dhá lámh**

Description of Activity

Arrange pupils in pairs and invite them to find a space in the playing area where they are not in contact with other pupils. Pupils face each other, approximately five metres apart and place a spot marker on the floor in the middle, equidistant from each pupil. Pupil A bounces the ball on or near the spot for their partner to catch. Pupil B then repeats the action.



Variations

- Alternate the hands used to bounce and catch e.g. bounce with two hands and catch with one or bounce with one hand and catch with the other.
- Vary the size or shape of the ball.

Equipment

A hard playing surface, spot markers, balls of various sizes including tennis balls



- Ensure pairs are evenly spaced and that pupils are not throwing across the path of another pair.
- At regular intervals pause the activity and discuss today's teaching points for catching. Invite a pupil to demonstrate correct technique, invite pupils to practise in isolation and then return to the activity.



- In your PE journal, draw a picture of a game that involves catching.



preabphas • gabháil agus caitheamh • spás le dromchla crua • ag obair i mbeirteanna • liathróid a phreabadh • malartaigh na lámha • forleathnú

Description of Activity

Invite pupils to sit on the ground with legs astride. Each pupil has a ball. Pupils bounce the ball on the ground to head height and catch it again before the ball hits the ground. Invite pupils to alternate the hand used to bounce or catch the ball, e.g. bounce with the left hand and catch with the right; bounce with one hand and catch with two. After some time, invite pupils to practise from a standing position.



Variations

- Invite pupils to count their catches for a set amount of time. If you miss the catch, start again.
- Drop the ball from face height and wait for it to bounce. Catch the ball before it hits the ground a second time. Practise catching with alternate hands, and both hands together.

Equipment

A hard playing surface, balls of various sizes including tennis balls.



- Wait for the ball to reach its highest point before catching it.
- Keep arms close together and extend them towards the ball when the ball is dropping.
- Keep your eyes on the ball at all times.



- At home practise catching with various objects such as a rolled up pair of socks, a sponge, a teddy, a sliotar, etc. Figure out what our fingers do during catching.



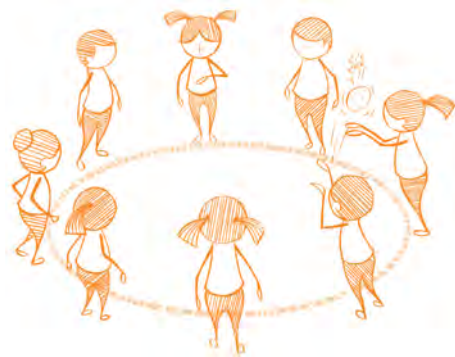
súí agus preab • scil láimhsithe • gabháil agus caitheamh • suite le cosa amach • liathróid a phreabadh • teorainn ama

Description of Activity

Arrange pupils in three groups, with each group forming a circle. One pupil in each circle begins with the hot potato (the ball). Pupils pass the ball around the circle from one person to the next. After the potato has made it around the circle without being dropped, everyone takes a step backwards. Now pupils need to pass the potato a further distance. Include additional instructions such as

- *'Cool it down'* - blow on your hands after you pass the potato to cool them down
- *'It's burning!'* - pass the potato faster around the circle
- *'Lunch time!'* - perform the action of eating the potato when you catch it

Invite pupils to create additional actions for the game.



Variations

- Include additional balls.
- Complete the activity from a seated position.
- Include additional commands such as 'mash up' - pupils swap places in the circle, 'sweet potato' - pupils compliment each other's catch, 'curly fries' - pupil spins around before catching the ball.

Equipment

Small foam balls



- Ensure there is adequate space between pupils to allow them to catch the ball. If space is limited, pass the potato across the circle instead of passing it from one person to the next.
- Pause the activity at intervals to focus on the specific teaching points for catching in the lesson. Provide feedback to individuals while they are catching during the activity.



- Ask a grown-up to draw targets at different heights on a wall outside using chalk or paper. Practise catching at different heights by throwing a ball at the targets.



ag seasamh i gciortal • lámha a fhuarú • ag dó • am lóin • cos amháin

Description of Activity

Arrange pupils in groups of eight and give each group a ball. Invite each group to make a circle with one pupil in the middle holding the ball. The middle pupil passes the ball to each of the other pupils in the circle in turn. Each pupil crouches down after passing the ball back to show that they have had a turn. When everyone except the middle pupil is crouched down, play is reversed so that every time a ball is caught pupils stand up again. When everyone is standing, a new pupil swaps into the middle and the game continues.



Variations

- Roll the ball instead of throwing it.
- Encourage pupils to explore throwing in a variety of ways - chest pass, over-head, under-arm, bounce pass etc.
- Use different types of balls to throw and catch.
- Add a competitive element by inviting the groups to race against each other to complete the task.

Equipment

An open playing area, medium sized balls (one per group of eight pupils)



- Ensure there is enough room for all groups to throw and catch safely.
- Encourage pupils to cushion the ball when catching.
- Encourage pupils to keep their hands in the ready position before catching the ball.



- Draw a picture of what your hand looks like when catching in your PE journal.



liathróid a phasáil timpeall • dalta sa lár • crom síos • liathróid a ghabháil • seas suas

THROWING

Caitheamh

The manipulative skill of throwing goes hand in hand with catching, and involves propelling an object away from the body. This important fundamental movement skill has many variations, including the underhand throw, overhand throw, roll and the two handed throw. This resource focuses on the overhand throw, as many of its principles may be applied to the other variations. Concepts such as weight transference, generating force, developing a swinging motion and momentum are all important when learning to throw. The skill is used in a wide range of activities such as throwing a javelin, serving in volleyball, chest pass in basketball, rolling in lawn bowls, pitching in baseball or throwing a paper airplane.



Things to consider

While throwing and catching are very much complementary skills, it is recommended that they are taught somewhat separately with a focus placed on one skill at a time. Developing throwing technique requires force to be generated and pupils with an immature catching technique may not be able to engage fully with the activity. To help deal with this it is recommended that soft items such as bean bags, foam balls or other light objects be used to practise throwing initially. It is also important that the right sized object is used to practise throwing as larger objects will impact on development. The object should fit comfortably in the fingers.



Throw, manipulative skill, propelling, overhand, underhand, roll, weight transference, force, momentum, swinging action



Caith • scil láimhsithe • os cionn láimhe • lámh in íochtar • rolladh • aistriú meáchain • fórsa • móiminteam • ag luascadh

IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils have fun throwing a variety of different sized balls at different sized targets. Characteristics of throwing at the exploring stage:

- body faces the target
- very little arm swing back
- poor transfer of weight during the throw
- follow through is a downward action
- very little rotation in the hips and shoulders.

Developing stage

Tréimhse forbraíochta



At this stage, pupils practise throwing in a variety of activities, from a stationary position, at different targets, from different distances. Characteristics of throwing at the developing stage:

- body is side on
- arm comes back and swings forward however the action comes above the shoulder
- whole body (not just the hips and shoulder) rotates during the throw
- weight transfer during the throw is evident
- tendency to step forward with the foot on the throwing side.

Mastering stage

Tréimhse Máistirithe



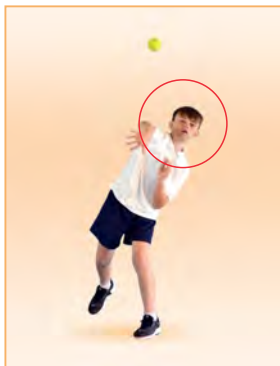
At this stage, pupils apply the action of throwing to a range of activities while stationary, on the move and with others. Successfully engaging with moving targets is an important feature of this stage. Characteristics of throwing at the mastering stage:

- body is side on
- steps with leg on the non-throwing side
- weight is successfully transferred from back leg to stepping leg
- opposite arm is raised and pointing at the target in the preparation phase
- obvious follow through across the body in the direction of a target.

TEACHING POINTS FOR THROWING



Hold the object
in one hand



Eyes focused on a target
throughout the throw



Stand side on with
non-throwing
shoulder towards
a target

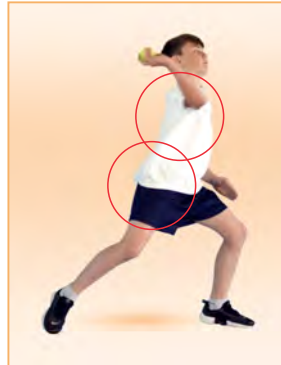


Bring the throwing arm
back behind the body,
swinging it down and
backwards in
preparation to throw

TEACHING POINTS FOR THROWING



Step toward a target with the foot of non-throwing side (transferring weight from the back foot to the front foot)



Hips then shoulders rotate forwards



Throwing arm moves forward, releases the object, then follows through in the direction of a target and down across the body



It is good practise to raise the non-throwing arm and point it in the direction of a target in the preparation phase, then lower it when throwing



Introducing the skill of throwing

Try to throw...	Effective questions
<ul style="list-style-type: none"> as far as possible 	In what pathway should the ball travel?
<ul style="list-style-type: none"> as hard as possible 	Where does the force come from?
<ul style="list-style-type: none"> as high as possible 	
<ul style="list-style-type: none"> as hard as possible without following through 	What does the follow through do?
<ul style="list-style-type: none"> while facing the target, without moving your feet 	Why are your feet important?
<ul style="list-style-type: none"> while rotating the shoulders, but not the hips 	What does rotating the hips add?
<ul style="list-style-type: none"> taking different size steps and comparing them 	Which is best?
<ul style="list-style-type: none"> and hit a target on the ground 	How can you improve accuracy?
<ul style="list-style-type: none"> and hit the crossbar 	
<ul style="list-style-type: none"> and knock over a cone 	
<ul style="list-style-type: none"> to a partner 	Are you accurate? Throwing with enough/too much force?
<ul style="list-style-type: none"> to a partner, increasing the distance one step after each throw 	
<ul style="list-style-type: none"> at a wall and catch the rebound 	
<ul style="list-style-type: none"> with your right and left hand 	Are they the same? Why?
<ul style="list-style-type: none"> using all the correct technique outlined 	Let's put it all together!



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the ground or the feet	Keep your eyes focused on a target
Standing front on, chest facing the target or standing with the throwing arm closer to the target	Stand side on, with your non-throwing shoulder facing a target. Point at a target with your non-throwing arm
Stepping forward with the foot on the same side as the throwing arm	Stand side on with your non-throwing shoulder forward, step forward with your non-throwing foot. Use this step to transfer weight forward to generate force
Arm action is the only movement when throwing	Step into the throw and follow through
Hips and shoulders rotate together	Rotate the hips first THEN the shoulders to generate more force
Little or no weight transference	Step-throw-follow through

Throwing Rubric

	Exploring	Developing	Mastering
Body	<ul style="list-style-type: none"> Body faces the target 	<ul style="list-style-type: none"> Body is side on 	<ul style="list-style-type: none"> Body is side on
Arms	<ul style="list-style-type: none"> Very little arm swing back 	<ul style="list-style-type: none"> Arm comes back and swings forward however the action comes above the shoulder 	<ul style="list-style-type: none"> Opposite arm is raised and pointing at a target in the preparation phase
Legs		<ul style="list-style-type: none"> Tendency to step forward with the foot on the throwing side 	<ul style="list-style-type: none"> Steps with leg on the non-throwing side
Follow Through	<ul style="list-style-type: none"> Follow through is a downward action 		<ul style="list-style-type: none"> Obvious follow through across the body in the direction of a target
Rotation	<ul style="list-style-type: none"> Very little rotation in the hips and shoulders 	<ul style="list-style-type: none"> Whole body (not just the hips and shoulder) rotates during the throw 	<ul style="list-style-type: none"> Whole body (not just the hips and shoulder) rotates during the throw
Transfer Of Weight	<ul style="list-style-type: none"> Poor transfer of weight during the throw 	<ul style="list-style-type: none"> Weight transfer during the throw is evident 	<ul style="list-style-type: none"> Weight is successfully transferred from back leg to stepping leg



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Arrange the pupils in pairs. Give each pair a ball and invite them find a space in the playing area. Invite pupils to begin rolling the ball back and forth to one another, using both hands, one hand and then alternate hands. After a set amount of time, provide a new instruction, such as:

- practise bouncing the balls back and forth, low down and high up
- practise underarm throwing, catching before the ball touches the ground
- perform ten throws without dropping the ball or as many throws as you can within thirty seconds.



Variations

- Increase the distance between pairs and repeat all of the above.
- Vary the manipulative skill used to move the object, eg. kicking, striking with an implement, striking with the hand etc.

Equipment

An indoor or outdoor hard surface area, balls of various sizes



- Ensure there is adequate space between the pairs to roll and throw safely, and that pairs are not throwing across the path of another pair.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.
- Emphasise the importance of teamwork and cooperation - a good throw is necessary for a good catch!



- At home investigate ways of throwing the ball to a family member.



i mbeirteanna • liathróid a rolladh • lámh amháin • dhá lámh • liathróid a phreabadh • spás níos faide eadarthu



Description of Activity

Arrange pupils in two groups. Place a dividing line using skipping ropes, cones or chalk markings on the ground between the two groups. Give each pupil a piece of old newspaper to scrunch up into a ball. On a given signal both groups begin to throw the paper balls out of their area and into the other groups area. Pupils continue throwing for a set period of time, throwing back the newspaper that lands on their side of the line. The winning group is the group that has fewer paper balls in their area at the end.



Reset the activity again, dividing up the newspaper balls and distributing them evenly to both groups. For the second round, pupils may only use one hand to pick up and throw the paper ball, keeping the other hand behind their back. Alternate the throwing hand to practise on both sides.

Variations

- Use soft balls or beanbags instead of newspaper balls.
- Divide the playing area in half and play two concurrent games.
- Arrange the pupils in four groups. Divide the playing area into four grids, with one group at each corner of the grid. Play four groups against each other.

Equipment

An open playing area, skipping ropes, cones, chalk, newspaper



- Ensure pupils throw the paper balls safely, aiming them for the ground and not at members of the opposing group.
- On the stop signal, pupils must freeze on the spot with their hands on their head to remove the temptation for one more throw.
- Recycle the newspaper after the game has concluded.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in pairs with balls of paper, and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.



- Draw a picture of you throwing in your PE journal.



roinnt e i ndá ghrúpa • líne de cóin, téid scipeála • píosa páipéir • teorainn ama • ag caitheamh • cluiche a imirt



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of three with one beanbag per group. Invite the groups to spread out and find a space in the playing area. Pupils practise throwing the beanbag to each other using the underarm technique. Invite them to throw in a variety of different ways e.g. high, low, fast, slowly etc.

Introduce throwing to a moving target: give each group a hoop. One pupil holds the hoop up and the other pupils throw the beanbag to each other through the hoop. The pupil holding the hoop can move towards the path of the beanbag to help the throwers to achieve the target.



Variations

- Invite pupils to use alternate hands for throwing and catching.
- Increase or decrease the distance between the pupils e.g. after five successful throws, one pupil takes a step backwards.
- Use a ball instead of a beanbag.

Equipment

An open playing area, beanbags, hoops,



- Ensure there is adequate space between the groups to throw safely, and that groups are not throwing across the path of another group.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.



- Play this game at home with a friend in an open playing area.



i mbeirteanna • falla • caitheamh lámh in íoctar • ard • íseal • ag preabadh



Description of Activity

Arrange pupils in pairs and give each pair one beanbag and one piece of chalk. Invite pupils to line up in their pairs, one behind the other, along one side of the playing area, behind a line of cones (the throwing line). On a signal, pupil A from each pair steps forward to the throwing line and throws their beanbag as far forward as possible. Pupil A walks to where the beanbag landed, counting their steps. Using chalk, the pupils write their initials and the number of steps beside the beanbag before picking up the beanbag and returning to the throwing line. Pupil B repeats this activity and marks their score with the chalk. Repeat the activity until each pupil has had five turns to throw the beanbag, each time attempting to increase the distance of their throw.



Variations

- Set out scoring zones using cones. Pupils score different points each time depending on how far they throw. The furthest zone away from the throwing line provides the most points.

Equipment

An outdoor hard surface area, beanbags, chalk, cones



- Ensure pupils throw their beanbag forwards. Pupils must not move forward to retrieve their beanbags until they hear a signal, or until everyone has thrown the beanbag.
- Pupils should hold the beanbag softly in their hands using index and middle fingers to propel the beanbag.
- Allow pupils to take a step or two in the process of throwing.



- Practise this game at home. Ask a grown-up to help you find five things in your home that you can throw. Investigate which object you can throw the furthest.



i mbeirteanna • málaí pónairí • píosa cailce • líne tosaigh • céimeanna a chomhaireamh • níos faide

Description of Activity

Arrange pupils in pairs and give each pair a ball and a hoop. Invite pairs to find a space in the playing area, face each other and place the hoop on the floor in the middle. The first pupil bounces the ball into the hoop for their partner to catch. That pupil repeats the exercise by bouncing the ball in the hoop for the first pupil to catch.



Variations

- Arrange pupils in groups of four (two pairs) around one hoop. The pairs take it in turns to bounce the ball in the hoop. If the other pair does not catch the ball, the bouncers get one point. The winners are the first pair to reach five points.
- Increase or decrease the distance between the pupils and the hoop.
- Vary the type of ball used to bounce.
- Use spot markers instead of hoops. Pupils bounce the ball on the spot marker for their partner to catch.

Equipment

An open playing area, hoops, balls



- Ensure there is adequate space between the groups to roll and throw safely, and that groups are not throwing across the path of another group.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, allow the pupils to practise in pairs without the hoops, and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.
- Emphasise the importance of teamwork and cooperation - a good throw is necessary for a good catch!



- Practise the bounce throw at home by bouncing a ball against a wall. Practise every day for one week.



i mbeirteanna • fonsa • liathróid a phreabadh • í a ghabháil

Description of Activity

Arrange pupils in groups of four. Give each pupil a beanbag and give each group a hoop. Invite the groups to find a space in the playing area and to place their hoop on the ground in the centre of the group. Pupils stand one metre back from their hoop and take turns to throw their beanbag into the hoop. If they are successful, they can take a step back and throw from there next time. If they are not successful, they have to try again from that distance. Pupils continue throwing to see how many steps away from their hoop they can get.



Variations

- If your space allows, this activity could be completed in pairs. Similarly it can be done in larger groups if space is limited.
- Each group could position the hoop at an angle against a wall, a fence or tall cone.

Equipment

An open playing area, hoops, beanbags



- Ensure there is adequate space between the groups to throw safely, and that groups are not throwing across the path of another group.
- For safety purposes, the first thrower cannot retrieve their beanbag until the last thrower has completed their throw.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.



- Practise at home using other types of equipment (e.g. teddy bears, rolled up socks, buckets or boxes etc) and a box/basin. Investigate what might help you to get the object into the box.



málaí pónairí • fonsa • spás roinnte idir na grúpa • méadar amháin • caith an mála • céim siar



ATHLETICS



GAMES



GYMNASTICS

Description of Activity

Arrange pupils in groups of four. Groups line up fifteen metres apart, either side of a line of skittle targets as shown. Groups take turns to roll a ball, trying to knock over a target in the middle. If a pupil successfully knocks over a skittle, they can claim this skittle and bring it over to their side. Continue playing until all of the skittles have been claimed.



Variations

- Throw the ball instead of rolling it, ensuring it remains below knee or waist height.
- Increase or decrease the distance between opposing teams.
- Vary the size, shape and position of the skittle targets.
- Include more than one ball at a time.

Equipment

An open playing area, balls of various sizes, cones, skittle targets (large cones, bowling skittles or water bottles)



- Ensure that there is an odd number of targets to decide a winner.
- Ensure each member of the group gets a turn to play.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.



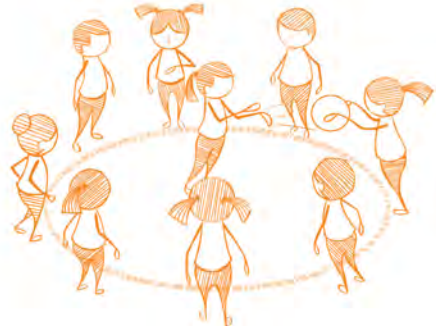
- Ask a grown-up to help you set up some targets at home and practise knocking them over from various distances.



dhá fhoireann • buidéal uisce • a leagadh • liathróid a rolladh • liathróid a chaitheamh • corruimhir • taobh thiar den líne

Description of Activity

Arrange pupils in groups of eight to ten and invite them to form a circle. The leader stands in the centre of the circle with a ball. The leader throws their ball to a pupil in the circle, who throws it back to them, and this action continues around the circle in a clockwise direction until every pupil has had a turn. After the last turn, the leader gives the ball to the next pupil and the activity continues until each pupil has had a turn as leader.



Variations

- Pupils balance on one leg after throwing the ball back to the leader.
- Pupils complete three jumps for height after they have thrown the ball back to the leader.
- Invite two leaders to stand back to back in the centre of the circle. The game continues as before, but now the passes must be completed at a faster pace.
- Increase or decrease the size of the circle.
- Vary the manipulative skill used to move the object, eg. kicking, striking with an implement, striking with the hand etc.

Equipment

An open playing area, balls of various sizes



- Pupils awaiting a turn should extend their hands outwards in anticipation of the ball.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique, and then return to the activity. Provide feedback to individual pupils as they practise throwing during the activity.
- Emphasise the importance of teamwork and cooperation - a good throw is necessary for a good catch!



- Practise throwing at home using a teddy bear. Investigate whether this is easier or more difficult than throwing a ball.



ochtar nó deichniúr • beirt cheannaire • ciorcal • droim le droim • ag caitheamh na liathróide

KICKING

Ciceáil

Striking with the foot or kicking is a manipulative skill synonymous with many sporting activities in Ireland. Kicking a moving object, foot dribbling, trapping and punting are all components of striking with the foot. This resource pack will initially address striking a stationary object as it is the easiest to become proficient in, and can be applied to many activities and modified games.



When a ball is kicked, force is applied to the ball from the foot causing it to move in the direction the force is applied. The more force applied, the further the ball will travel. Kicking is a very useful tool to develop coordination between the foot and the eye. Activities that use the skill of kicking include rugby, soccer, gaelic football and Australian rules football.

Things to consider

Kicking is one of the more difficult fundamental movement skills to master, so particular attention should be paid to the technique. It is important to stress that when learning to kick the pupil should be instructed to kick as hard as they can. Focus should be placed on generating force rather than accuracy in the early stages of development. In order to maximise force, contact should be made directly behind the ball with the shoelaces or instep. For safety purposes use a foam or light ball initially and insure that nobody is standing in or near the target area.



Kick, punt, dribble, coordination, force, instep, follow through



Cic • lasc • druibleáil • comhordú • fórsa • droim na coise • tabhairt chun críche



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils enjoy exploring kicking a variety of different sized balls at various sized targets. The focus is on making contact with the ball and generating as much force as is possible. Characteristics of kicking at the exploring stage:

- movement is stiff throughout
- Trunk remains upright and arm on the non-kicking side not used
- backswing of the kicking leg is limited
- contact with the ball is inconsistent
- very little follow through.

Developing stage

Tréimhse forbraíochta



At this stage, pupils develop their kicking technique by focusing on distance and accuracy using stationary and moving balls. Characteristics of kicking at the developing stage:

- movement is more smooth but still upright
- backswing is obvious but still not more than 90 degrees
- a follow through is evident but the knee of the kicking leg remains bent
- contact with the ball is consistent.

Mastering stage

Tréimhse Máistrithe



At this stage, pupils apply the skill of kicking to activities and mini game situations. Proficient kicking technique will be combined with other fundamental movement skills such as dodging and running to partake in an unpredictable, changing environment. Characteristics of kicking at the mastering stage:

- ability to approach the ball at speed
- movement is smooth with a bend at the trunk and obvious swinging of the non-kicking leg
- backswing goes beyond 90 degrees and the follow through in the direction of the target is clearly evident.

TEACHING POINTS FOR KICKING



Approach the ball from behind and slightly to the side



Place the non-kicking foot to the side of the ball



Swing the kicking leg back to make an angle of at least 90 degrees



Bring the kicking leg forward fast, making contact with the ball using the shoe laces or instep of the foot

TEACHING POINTS FOR KICKING



Swing the arm opposite the kicking leg forward and sideways



Follow through in the direction of the target



Ensure that the trunk leans forward and the arm opposite the kicking leg swings forward during contact



Introducing the skill of kicking

Try to kick a ball...

- as hard as you can
- as soft as you can
- with hard hands stuck to your sides
- with your hands in the air
- from a standing position with no leg backswing
- from a standing position with a large, long backswing
- from a run up with a big backswing
- from a run up with no backswing
- and hit a target on the wall
- to a partner controlling the speed of the ball
- with a partner and see who can kick further
- into a goal
- over the bar of a goal
- with both legs
- using all the correct technique outlined

Effective questions

- How does it feel? Where is the power coming from?*
-
- Why are your hands important?*
- How can this help or hinder the kick?*
- Is it powerful? Why is this?*
- How is this different?*
- How does the run in effect the kick?*
- What do we learn from doing this?*
- What happens to the force of the kick?*
-
-
-
-
- How is kicking with your strong leg different to kicking with the other?*
- Let's put it all together!*



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Looking at the target area rather than the ball	Keep your eye on the ball at all times, even during the follow through phase
The non-kicking foot is placed behind or in front of the ball	Plant your foot beside the ball before kicking it
Using the toe to kick the ball	Kick with your instep or shoelaces
Poking or pushing the ball	Follow through with the kick
Very little force generated	Backswing of your leg should be at least 90 degrees
Losing balance when kicking the ball	Step into the kick and follow through, swinging arm on your non-kicking side

Kicking Rubric

	Exploring	Developing	Mastering
Movement	<ul style="list-style-type: none"> Movement is stiff throughout 	<ul style="list-style-type: none"> Movement is more smooth but still upright 	<ul style="list-style-type: none"> Ability to approach the ball at speed
Trunk	<ul style="list-style-type: none"> Trunk remains upright and arm on the non-kicking side not used 		<ul style="list-style-type: none"> Smooth movement with a bend at the trunk and obvious swinging of the non-kicking leg in the backswing
Legs	<ul style="list-style-type: none"> Backswing of the kicking leg is limited 	<ul style="list-style-type: none"> Backswing is obvious but still not more than 90 degrees 	<ul style="list-style-type: none"> The backswing goes beyond 90 degrees
Contact	<ul style="list-style-type: none"> Contact with the ball is inconsistent 	<ul style="list-style-type: none"> Contact with the ball is consistent 	<ul style="list-style-type: none"> Contact with the ball is consistent
Follow through	<ul style="list-style-type: none"> Very little follow through 	<ul style="list-style-type: none"> A follow through is evident but the knee of the kicking leg remains bent 	<ul style="list-style-type: none"> Follow through in the direction of the target is clearly evident

Description of Activity

Give each pupil a beanbag and invite them to find a space in the playing area where they are not in contact with anyone else. Pupils place the beanbag at their feet and pass or slide the beanbag from one foot to the other while standing in the same spot.



Variations

- Encourage pupils to vary the distance between their feet.
- Complete the activity at varying heights, e.g. crouching down into a squat position, or standing tall on tippy toes.
- Attempt the activity with arms folded or behind their back. Discuss with pupils whether this makes the activity easier or more difficult.
- Invite pupils to move around the playing area as they pass the beanbag from foot to foot by walking, jogging, running or side stepping.

Equipment

A hard playing surface, beanbags



- Encourage pupils to use the inside of the foot to strike the beanbag.
- Extend the arm opposite to the kicking leg for balance.
- Ensure pupils exercise caution when moving around the space, by keeping their eyes open and looking forwards in the direction they are travelling.
- Pause the activity at intervals to focus on the specific teaching points for kicking in the lesson.



- Practise kicking a rolled-up pair of socks from one foot to the other at home. Draw a picture of this in your PE journal.



málaí pónairí • a chuir ar aghaidh • pasáil • sleamhnaigh • ag seasamh

Description of Activity

Arrange pupils in pairs with one beanbag per pair. Pupil A dribbles their beanbag around the playing area while pupil B follows as close as possible behind them, also dribbling their own beanbag. Pupil B must look up to follow the leader while also controlling their beanbag. After a designated amount of time, pupils turn to face each other, kick their beanbags to each other, alternate the roles and continue the activity.



Variations

- Allow each pupil time to practise dribbling the beanbag before arranging them in partner groups.
- Begin with only one beanbag per pair to allow pupil B to get comfortable following pupil A.
- Arrange the pupils in groups of three or four, with the extra pupils all following pupil A. After the designated time, pupil A passes the beanbag to one of the other pupils who takes on the leader's role.

Equipment

An open playing area, beanbags



- Pupils should be encouraged to move around the entire space and to maintain control of their beanbag, i.e. avoid kicking and chasing it.
- Encourage pupils to use alternate feet to kick the beanbag to their partner.
- Ensure pupils exercise caution when moving around the space, by looking forwards in the direction they are travelling.



- Practise dribbling a beanbag or a pair of rolled up socks around the house. Try to keep control of the object without hitting it off anything in your path.



- i mbeirteanna • málaí pónairí • druibleáil • á leanúint • gar dóibh • coinnigh súil ar an gceannaire

Description of Activity

Invite each pupil to find a space in the playing area and give them a beanbag each. Each pupil balances the beanbag on their foot and attempts to flick it up into the air. Pupils attempt to catch the beanbag with their hand and replace it on their foot. Encourage the pupils to alternate the foot used to flick the beanbag and invite them to flick it up as high as possible.



Variations

- Arrange the pupils in groups or pairs and give each group a hoop. Pupils practise flicking the beanbag into the hoop. The hoop could be placed flat on the ground, or held at various heights or distances, angled towards the pupil with the beanbag.
- Arrange the pupils in pairs. Pupil A flicks the beanbag for pupil B to catch, and visa versa.
- Invite pupils to try to catch the beanbag on the front of the same or opposite foot, before flicking it up again.

Equipment

an open playing area, beanbags



- Encourage the pupils to keep their eyes on the beanbag when controlling it on their foot and flicking it up into the air.
- Highlight the importance of swinging the kicking leg through to aim forwards.
- Encourage pupils to extend the opposite arm to the kicking leg to help with balance.
- Ensure pupils have adequate space to practise flicking the beanbag safely. Ensure pupils are not flicking towards or across the path of other pupils.



- Using your foot flick a pair of rolled up socks or gloves into a basket at home.



málaí pónairí a cothromú • flic san aer é • gabháil • cuir ar ais • athraigh na cosa

Description of Activity

Arrange pupils in groups of four or five. Invite each group to place a cone two metres away from an empty box. Pupils take turns to balance the beanbag on their foot and flick it into the box. If they are successful, their group is awarded one point. The pupil then retrieves the beanbag and kicks it back to the next pupil in the group. Play up to a score of ten points.



Variations

- Place a selection of boxes at varying distances from the cone at each group. Award higher scores for boxes that are placed further away.
- Use a hoop instead of a box to increase the size of the target.
- Use soft balls instead of beanbags and encourage pupils to kick instead of flick the ball into the box or hoop.

Equipment

An open playing area, beanbags, cones, empty boxes



- The third pupil in the line keeps count of the score each time.
- Encourage the pupils to keep their eyes on the beanbag when controlling it on their foot and flicking it up into the air.
- Highlight the importance of swinging the kicking leg through to aim forwards.
- Encourage pupils to extend the opposite arm to the kicking leg to help with balance.
- Ensure pupils have adequate space to practise flicking the beanbag safely. Ensure pupils are not flicking towards or across the path of other pupils.



- Ask a grown-up to help you draw square targets on a wall outside, or stick paper targets on the wall. Practise kicking a rolled up pair of socks or a soft ball at each target. Score one point for every time you hit a target.



- roinnt e i ngrúpaí • málaí pónairí • cothromaíocht • flic i mbosca é • bailítear • suas go dtí a deich

Description of Activity

Arrange pupils in pairs and give one ball to each pair. Pupils stand at a cone opposite one another, three to five metres apart. Pupil A begins with the ball and slowly moves the ball back and forth between their feet four times on the spot before gently kicking it to their partner. Pupil B receives the pass then repeats the action. The pupils progress to attempting to carry out the activity while walking towards their partner, before running back to their cone to receive their partners' pass.



Variations

- Alter the manipulative skill being used in the activity e.g. throwing or striking with the hand.
- Increase the number of pupils and balls in each group. Give each group four cones and invite them to set up a square in the playing area. Pupils with the ball now move the ball around the area and each time they meet a fellow pupil they should high-five them and exchange the ball.

Equipment

An open playing area, large balls, cones



- Encourage pupils to use alternate feet to kick the ball to their partner.
- Ensure pupils exercise caution when moving around the space, by looking forwards in the direction they are travelling.



- At home, practise kicking a ball against a wall. After it hits off the wall, practise stopping the ball as quickly as you can by placing your foot on top of the ball (trapping).



i mbeirteanna • an liathróid a bhogadh • ag siúl i dtreo a bpairtnéir • liathróid a stopadh

Description of Activity

Arrange the pupils in pairs and invite them to line up at a cone facing each other two metres apart. Pupil A stands with the non-kicking leg forward and balances the football on outstretched arms. Pupil A gently allows the ball to roll down along and off their arms and kicks the ball after it drops to the ground. Allow the football to bounce once. A clean kick is awarded one point. Pupil B retrieves the ball and repeats the action back to their partner. Continue playing up to a target score.



Variations

- Increase the space between the pupils from two metres to five metres.
- Encourage pupils to kick the ball before it touches the ground.
- Consider using balloons or beach ball if pupils are finding it difficult to time the kick.
- Increase or decrease the size of the ball.
- Instead of rolling the ball along the arms, drop the ball from the hands (both hands or the same-side hand as the kicking leg).

Equipment

Hard indoor or outdoor surface area, mini footballs (size 4), cones



- Pupils should be encouraged to develop a smooth kicking style rather than kicking as hard as possible.
- Highlight the importance of swinging the kicking leg through to ensure the ball travels straight through to their partner.
- Ensure pupils are not kicking towards or across the path of other pupils.



- Practise this game at home with a rolled up pair of socks or a small ball. Ask a family member to play with you.



i mbeirteanna • i líne • cos tacaíochta chun tosaigh • liathróid a rolladh • ag ciceáil • scór

Description of Activity

Arrange pupils in pairs with one ball per pair. Each pupil stands on a spot marker facing their partner who is also standing on a spot marker ten metres away. Pupil A begins by kicking the ball to their partner, keeping it low along the ground. Pupil B bends down and collects the ball with their hands, before placing it back on the ground and returning the kick. Repeat the kicking action between pupils back and forth for a set amount of time.



Variations

- Vary the distance between pupils.
- Encourage pupils to vary the kicking leg each time.
- After retrieving the ball with their hands, pupils now drop the ball to the floor and kick it onwards along the ground to their partner, to develop the skill of kicking out of the hands.

Equipment

A hard playing surface, mini footballs (size 4), cones, spot markers



- **Pause the activity at intervals to focus on the specific teaching points for kicking in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the kicking activity.**



- **Practise kicking a ball at lunchtime with your friends.**



- **liathróid idir bheirt • ag féachaint ar a bpairtnéir • pas a thabhairt • crom síos**
- **liathróid a scuabadh ón dtalamh**



Description of Activity

Arrange pupils in pairs with one ball per pair. Each pupil stands on a spot facing their partner who is also standing on a spot ten metres away. Set up a gate between each pair using two cones. Pupil A attempts to kick the ball to pupil B through the gate. One point is awarded for each pupil that successfully kicks the ball through the gate.



Variations

- Increase or decrease the distance between the pupils.
- Increase or decrease the width of the gate.
- Invite pupils to return the ball to their partner without stopping it, i.e. pupils kick the ball straight back through the gate.

Equipment

A hard indoor playing surface or grassy outdoor area, mini footballs (size 4), cones, spot markers,



- If space is limited arrange pupils in groups of four, with two pupils on either side of the gate taking turns to kick the ball through.
- Ensure pupils are not kicking towards or across the path of other groups.
- Pause the activity at intervals to focus on the specific teaching points for kicking in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the kicking activity.



- Set up a gate or target at home and practise kicking at the target or through the gate.



ag obair i mbeirteanna • ag seasamh ar spota • geata • tríd • liathróid a scuabadh ón dtalamh • déan arís é

STRIKING WITH THE HAND

Ag bualadh le lámh

Striking an object with the hand involves two key movements, controlling an object in an upward direction (the volley) and controlling an object in a downward direction (the bounce). This resource focuses predominantly on striking downwards and in particular the stationary bounce. Striking with the hand while on the move (dribbling) is considered one of the more difficult fundamental movement skills as it involves hand-eye coordination, tracking a moving object and applying force through the hand, all while trying to maintain balance. For this reason the resource begins with the introductory movement of the stationary bounce. Many of the teaching points associated with the stationary bounce can also be applied to the volley and to bouncing on the move when pupils are ready to develop these skills. Striking with the hand is important in a range of sporting activities including basketball, gaelic football, netball, volleyball and handball.



Things to consider

Balloons can be very useful when exposing pupils to striking with their hands, while soft balls are appropriate when beginning to learn the bounce. An organised, open spaced, learning environment is essential when teaching bouncing and volleying as there can be safety concerns around tripping and collisions.



bounce, stationary, moving, volley, hand-eye coordination, balance, strike with the hand, tracking an object



Preab • ina stad • ag gluaiseacht • buail d'eitleog • comhordú lámh is súil • cothromaíocht • bualadh le lámh • rud a rianú



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils experiment with striking different sized light weight balls with their hands. The main focus is to make good contact with the ball and build upon this. Characteristics of striking with the hand at the exploring stage:

- bouncing the ball with both hands
- fingers are stiff and close together
- height of the bounce will vary greatly
- bounce tends to be a slapping action.

Developing stage

Tréimhse forbraíochta



At this stage, pupils have far more control of the ball during the bouncing action. Pupils begin to move with the bounce, controlling the direction and force applied. Mini activities and game setting alone and with a partner are important at this stage to build proficiency. Characteristics of striking with the hand at the developing stage:

- bouncing with one hand showing good control when stationary
- slapping action still evident and eyes are focused on the ball
- bouncing on the move (dribble), however control and height of the bounce is inconsistent.

Mastering stage

Tréimhse Máistirthe



At this stage, pupils successfully execute the stationary bounce and dribble in unpredictable and game like scenarios with others. There is a distinct ability to track the movement of the ball and obvious hand-eye coordination. Characteristics of striking with the hand at the mastering stage:

- eyes can comfortably move from the ball to look up over the ball and assess surroundings
- bouncing action is smooth, using relaxed fingers, wrist and arm, with no slapping action evident.

TEACHING POINTS FOR STRIKING WITH THE HAND



Keep eyes on (and in time over) the ball



Knees bent and feet a comfortable distance apart



Lean slightly forward at the waist



Fingers are spread open but relaxed

TEACHING POINTS FOR STRIKING WITH THE HAND



Push the ball downwards with the fingers while also controlling the movement with the wrist



Follow through when bouncing and pull the hand back as the ball rebounds in a cushioning action (no slapping action)



Keep the ball below waist height



When on the move (dribbling), bounce the ball slightly forward in front of the body



Introducing the skill of striking with the hand

Try to bounce a ball continuously...	Effective questions
<ul style="list-style-type: none"> on the spot 	
<ul style="list-style-type: none"> using your left hand/right hand 	<i>What is the difference?</i>
<ul style="list-style-type: none"> over the height of your head 	<i>What can you do to control the ball easier?</i>
<ul style="list-style-type: none"> below the height of your knee 	
<ul style="list-style-type: none"> alternating from one hand to another 	
<ul style="list-style-type: none"> around your body 	<i>Why should we practise the skill?</i>
<ul style="list-style-type: none"> while sitting down then standing back up 	
<ul style="list-style-type: none"> between your legs 	
<ul style="list-style-type: none"> while walking/jogging/running 	<i>How does walking affect the bounce?</i>
<ul style="list-style-type: none"> alternating one hand to another while moving 	
<ul style="list-style-type: none"> in a small space shared with others 	<i>What happens when others are introduced?</i>
<ul style="list-style-type: none"> while not looking at the ball at all standing and on the move 	
<ul style="list-style-type: none"> to the beat of music 	
<ul style="list-style-type: none"> using all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Slapping the ball	Open and relax your fingers, cushion the ball
Ball bouncing at inconsistent heights	Keep the ball just under your hip height. The trunk of your body should only have a slight bend, don't bend further
Pupil not looking where they are going when dribbling	Practise getting your head up and surveying your surroundings
Standing upright with legs and trunk straight	Bend your knees and slightly bend your waist. This allows for easy change in your direction
Bouncing action slowing down movement when dribbling	Bounce the ball out in front of your body, the faster you run, the further from your body the ball should be bounced

Striking with the hand Rubric

	Exploring	Developing	Mastering
Eyes	<ul style="list-style-type: none"> Eyes are on the ball only 	<ul style="list-style-type: none"> Eyes are on the ball only 	<ul style="list-style-type: none"> Eyes can comfortably move from the ball to look up over the ball and assess surroundings
Hands	<ul style="list-style-type: none"> Bouncing the ball with both hands. Fingers are stiff & close together 	<ul style="list-style-type: none"> Bouncing with one hand showing good control when stationary 	<ul style="list-style-type: none"> Relaxed fingers, wrist and arm
Bounce	<ul style="list-style-type: none"> Height of the bounce will vary greatly Bounce tends to be a slapping action 	<ul style="list-style-type: none"> Slapping action still evident and eyes are focused on the ball Bouncing on the move (dribble), however control and height of the bounce is inconsistent 	<ul style="list-style-type: none"> Bouncing action is smooth. No slapping action evident

Description of Activity

Use cones to set up a defined rectangular playing area. Give each pupil a beanbag and invite them to find a space within the playing area. Pupils place the beanbag on their hand and extend their arm fully in front of their body. Invite pupils to walk around the playing area without touching any other pupils. Once this action is established and pupils are comfortable, invite pupils to bounce the beanbag lightly on their hand, firstly on the spot and then as they move around the space. Alternate the arms and repeat the activity.



Variations

- Allow pupils to practise this activity with the arm extended out to the side.
- Use a soft bouncy ball, a pompom or a tennis ball instead of a beanbag.
- Vary the locomotor skill used to travel around the area, e.g. run, hop, skip etc.
- Invite pupils to complete movement patterns such as: walk around in a circle, square, diamond shape, make a figure of eight as you walk, walk in a zigzag line

Equipment

An open playing area, beanbags



- **The arm and hand should remain rigid and extended with the beanbag strike no higher than six inches above the hand. Practise using both left and right hands.**
- **Encourage pupils to exercise caution when moving around the area to respect the efforts of others and to avoid collisions.**
- **Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individual pupils while they perform the striking action during the activity.**



- Practise this activity at home using a pair of rolled up socks.



málaí pónairí • fanacht ar a gcothrom • sín amach na lámha • gan lámh a leagan • a phreabadh

Description of Activity

Give each pupil a balloon and invite them to find a space in the playing area where they are not in contact with anyone else. Pupils must strike the balloon upwards into the air and keep it there using only the hands. After a set amount of time, the teacher calls out various body parts such as: right hand only; left hand only; alternating hands; elbow, shoulder, head, chest, back, knee, foot etc. Pupils must keep the balloon up in the air using only that body part until the next instruction is called.



Variations

- Arrange the pupils in pairs or groups with one balloon between them. They have to work together, taking turns to keep the balloon in the air.
- Arrange the pupils in pairs with one balloon between them. One pupil must keep the balloon in the air while the other pupil calls out the instructions.
- Invite pupils to move around the playing area while keeping their balloon in the air.

Equipment

An indoor playing area, one balloon per pupil



- Encourage pupils to keep their eyes on the object and to be aware of others moving around the space.
- Ensure the playing area is free of obstacles or hazards as the pupils' attention will be focused upwards at the ball.
- Ensure there are enough spare balloons prepared in case any of them burst. Blow them up in advance and store them in a large bin liner until they are being used. Allow pupils to bring the balloons home to practise.



- Play this game at home.



balúin a choiméad san aer • baill coirp • lámh dheas • lámh chlé • lámha éagsúla • cosa éagsúla

Description of Activity

Arrange pupils in groups of three with one balloon per group. Line each group up along the end of the playing area. Each group must move the balloon to the other end of the playing area without holding onto it or letting it touch the ground. Pupils can only touch the balloon once and then someone else must take a turn.



Variations

- Invite pupils to use any body part except their hands to keep the ball up.
- Arrange the pupils in pairs instead of groups.
- Introduce actions that pupils must complete if their balloon touches the ground, e.g. five jumping jacks or two star jumps before continuing.
- Use a basketball (or similar ball) instead of balloons. Now the groups must bounce the ball to each other to get it to the other side without letting the ball bounce twice between passes.

Equipment

An indoor playing area, one balloon per pupil

- Ensure groups are adequately spread out across the playing area to avoid collisions.
- Ensure the playing area is free of obstacles or hazards as the pupils' attention will be focused upwards towards the balloon.
- Ensure there are enough spare balloons prepared in case any of them burst. Blow them up in advance and store them in a large bin liner until they are being used. Allow pupils to bring the balloons home to practise.



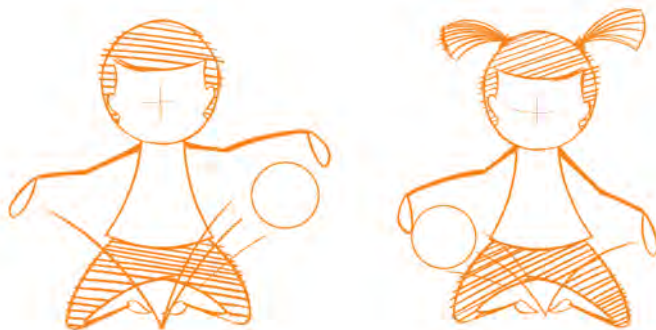
- Play this game at home with your family.



málaí pónairí a cothromú • flic san aer é • gabháil • cuir ar ais • athraigh na cosa

Description of Activity

Invite each pupil to find a space in the playing area and kneel or sit on the ground. Give each pupil a ball. Invite pupils to pass the ball from one hand to the other using an open hand striking action. Invite pupils to complete the same activity from a standing position. After a designated time, invite pupils to strike the ball downwards, so that it bounces back up off the ground, and strike it downwards again using the opposite hand. Continue this action for a designated period of time.



Variations

- Use balloons or beach balls instead of balls. It may be useful to use balloons if necessary.
- Arrange the pupils in pairs, and invite them to strike (bounce) the ball towards their partner, who strikes it back with alternate hands.
- Explore different ways of striking the ball, e.g. open hand, closed fist, with the back of the hand, etc.

Equipment

An indoor hard surface area, balls, (optional: balloons, beach balls)



- **Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



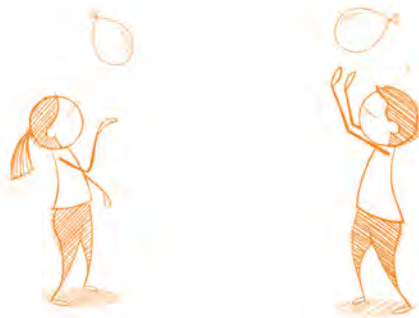
- Practise striking with the hand at home using a balloon, a ball, or a rolled up pair of socks.



- liathróid an dalta • ar na glúine • liathróid a bhualadh • ó lámh amháin go lámh eile

Description of Activity

Give each pupil a spot marker and invite pupils to find a space in the playing area. Each pupil places their spot marker on the floor and stands on it. Give each pupil a balloon, beachball or soft ball and encourage them to use the palms of their hands and fingertips to strike the balloon upwards into the air directly over their head. After each volley pupils catch the balloon and repeat the action. After a designated time, invite pupils to volley the balloon upwards repeatedly without catching.



Variations

- Arrange pupils in pairs and invite them to volley the balloon back and forth to each other.
- Arrange pupils in groups of four. Two pupils hold the end of a ribbon at chest height, and the other two pupils stand on opposite sides of the ribbon, volleying the balloon or ball over and back to each other above the ribbon. After a designated time, pupils swap roles and repeat the activity.

Equipment

An open playing area, spot markers, balls, balloons, beach balls, ribbons (optional)



- Ensure there are enough spare balloons prepared in case any of them burst. Blow them up in advance and store them in a large bin liner until they are being used. Allow pupils to bring the balloons home to practise.
- Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise striking a ball against a wall at home.

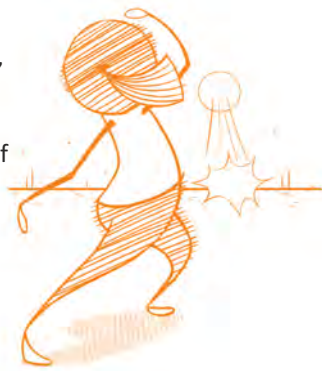


seasamh ar spota • balúin • a bhualadh suas san aer • é a bhualadh faoi dhó • scil a chleachtadh



Description of Activity

Give each pupil a cone and ask them to position it one metre from away from the boundary wall. Ensure there is at least two metres of space between the pupils either side. Give each pupil a football and invite them to stand side on to the wall at their cone with their left shoulder pointing towards the wall. Invite the pupils to drop the ball from their left hand, allow it to bounce once, and use their right hand to strike the ball across their body against the wall, catching it as it returns. After a designated amount of time, invite pupils to turn to face the opposite shoulder towards the wall, and to drop the ball from their right hand and strike with the left.



Encourage pupils to change their stance to catch the ball face on and then reset before the next striking attempt. As pupils become familiar with the action invite them to strike the ball as it returns from the wall rather than catching it.

Variations

- Arrange the pupils in pairs, striking towards each other instead of a wall.
- Vary the ball used e.g. beach ball, balloon or light bouncy ball.
- Increase the distance between the pupil and the wall.

Equipment

An indoor or outdoor hard surface area with boundary walls, mini footballs (size 4)



- Encourage pupils to strike through the ball rather than down into the ground, utilising a sweeping follow-through.
- Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



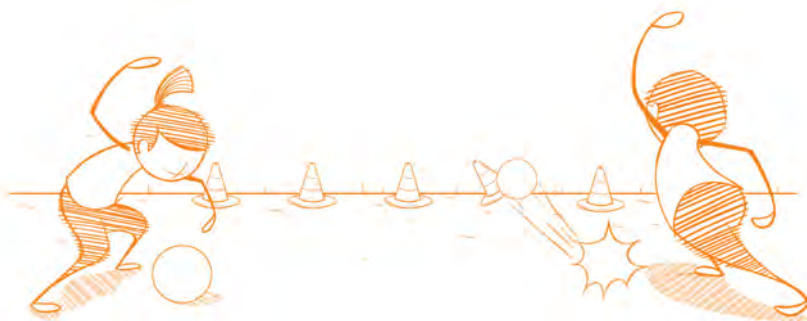
- Draw a picture of a game that involves striking with the hand in your PE journal.



liathróid an dalta • lig don liathróid titim • liathróid a bhualadh • í a ghabháil

Description of Activity

Place a line of cones, water bottles or other suitable items along a wall (for pupils to knock down with the balls). Arrange the pupils in groups of four. Each group are given a football and position themselves behind a cone four metres away from the wall. Pupils take turns striking the ball with the hand towards to wall in an attempt to knock over an object. After a pupil has taken their turn, they run to retrieve the football and pass it back to next pupil in the line. If they successfully knock an object they can bring it back to their team.



Variations

- Practise using both left and right hands.
- Increase or decrease the distance between the groups and the wall.
- Award points for different types of target cones.

Equipment

An indoor or outdoor hard surface area with boundary walls, mini footballs (size four), cones, bottles or skittles.



- For safety purposes ensure that all groups strike at the same time and all groups retrieve their ball at the same time. The cones at the wall should be lined up tightly to ensure early successful strikes.
- Encourage pupils to place the ball down on retrieval for their partners.
- Encourage pupils to strike through the ball in a downwards direction, utilising a sweeping follow through.



- Collect empty bottles at home for a couple of weeks. When you have enough, play this game with your family.



cóin • liathróid a bhualadh • gualainn saor i dtreo an falla • bailítear na cóin a leagtar

Description of Activity

Arrange the pupils in small groups, with each group lining up behind a cone at one end of the playing area. Give each group one ball. The first pupil in each group dribbles the ball halfway up the playing area and then dribbles back, handing the ball to the next player. The pupils are tasked with completing a variety of dribbling techniques in a non competitive environment as follows:

- right hand up, left hand back
- right hand to left hand dribble - 'crossovers'
- through the legs
- at different levels - high, middle, low.
- backwards, forwards, sideways.



Variations

- Pupils can choose how to pass the ball to the next pupil in their group on their return (high, low or bounce pass).
- Vary the locomotor skill used to move in the playing area, e.g. walk, run, skip etc.
- Vary the ball used, e.g. small bouncy ball, tennis ball, football, plastic ball etc.

Equipment

An indoor or outdoor hard surface area, balls, cones



- Ensure groups are evenly spaced. Set a cone out in the centre of the playing area for each pupil to dribble towards.
- Pause the activity at intervals to focus on the specific teaching points for striking with the hand in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individual pupils while they perform the striking action during the activity.



- In your PE journal, draw a picture of you dribbling the ball.



i ngrúpaí • liathróid cispheile • líne chúil • druibleáil • athrú treo • taobh thiar den droim • tríd na cosa • druibleáil ar gcúl

STRIKING WITH AN IMPLEMENT

Ag bualadh le huirlis

Striking with an implement (also referred to as the two handed strike) involves applying force to an object using an implement. This striking action is found in many sporting contexts such as tennis, hurling, cricket, baseball, rounders, hockey and golf. While the striking action in all of these sports differs in terms of performance and in the pattern/plane of the strike, the same mechanical principles apply. For this reason this resource focuses on the two handed horizontal strike from a large tee using a bat as seen in rounders and baseball. This is the most basic form of striking with an implement and may be built upon once proficiency is achieved. It puts in place the basic technique necessary to apply the skill to other, more technically complex activities.



Things to consider

Striking with the hand is an important precursor to striking with an implement. Using the hand to strike objects like balloons and soft balls can help to familiarise pupils with the movement pattern needed to be successful when using an implement.

While the T-stand is more often used for baseball and not as common in Irish schools, it is an extremely useful and inexpensive piece of equipment. It can be used to practise striking in isolation but also in games based activities such as rounders.

Safety is a major concern when using a bat, hurley or racket in a class. Make sure that there is an adequate 'exclusion' zone to strike from and the area directly in front of this zone is clear.



Implement, safety, exclusion zone, strike, follow through, rotating hips



Uirlis • sábháilteacht • bualadh • tabhairt chun críche • cromáin ag rothlú



IDENTIFYING THE STAGES OF DEVELOPMENT

Exploring Stage

Tréimhse taisceálaíochta



At this stage, pupils find it difficult to make contact with an object using an implement. Focus should be placed on exploring the skill using different sized implements and objects in a stationary position. Characteristics of striking with an implement at the exploring stage:

- body facing the direction of the ball, not side on
- feet are stationary with no step forward or transfer of weight
- force comes from straightening the elbows only
- eyes only on the ball until contact is made and very little follow through.

Developing stage

Tréimhse forbraíochta



At this stage, pupils display more consistency when striking a stationary object and explore striking in different directions (accuracy) at different speeds (force). Characteristics of striking with an implement at the developing stage:

- body is side on for the striking action
- body weight transfers forward from back to front leg, however it moves before contact is made with the ball
- force comes from both the straightening of the elbows and the rotation of the hips and shoulders.

Mastering stage

Tréimhse Máistirithe



At this stage, pupils show proficiency in striking a stationary object and apply the skill to moving objects such as a sliotar, tennis or cricket ball in varying contexts. Characteristics of striking with an implement at the mastering stage:

- body position is side on for the striking action
- body weight is shifted from the back leg to front leg and contact is made with the ball in one fluid movement
- strikes with a full extension of the arms during contact and follow through around the body.

TEACHING POINTS FOR STRIKING WITH AN IMPLEMENT



Stand side on to the target



Eyes should be focused on the ball throughout the striking action



Hands should be together at the base of the implement with the hand at the end matching the front foot



Feet shoulder width apart, knees slightly bent with weight on the back foot in the preparation phase

TEACHING POINTS FOR STRIKING WITH AN IMPLEMENT



Step forward with the front foot, rotating hips and shoulder during the striking action



Follow through the ball and around the body



Arms should be extended fully at the point of contact with the ball



Introducing the skill of striking with an implement

Try to...	Effective questions
<ul style="list-style-type: none"> put a bat on the ground and pick it up again 	<i>How does it feel?</i>
<ul style="list-style-type: none"> stand in a circle and pass a bat around and around the circle 	
<ul style="list-style-type: none"> hit a ball from a T-stand as hard as you can, using a bat 	<i>How did you follow through?</i>
<ul style="list-style-type: none"> hit a ball from a T-stand at a target, using a bat 	<i>Investigate why this can be more difficult.</i>
<ul style="list-style-type: none"> hit a ball from a T-stand bending your elbow, using a bat 	<i>Did you hit it as far? What was the difference?</i>
<ul style="list-style-type: none"> hit a ball from a T-stand keeping your arms straight throughout, using a bat 	
<ul style="list-style-type: none"> hit a ball from a T-stand keeping our arms straight at the point of contact, using a bat 	
<ul style="list-style-type: none"> balance a ball on a tennis racket 	
<ul style="list-style-type: none"> bounce a ball on a tennis racket 	<i>Why is it important to keep your eye on the ball?</i>
<ul style="list-style-type: none"> hit a ball with a tennis racket as far as you can 	
<ul style="list-style-type: none"> hit a ball with a tennis racket to a partner 	<i>Is it important to control the force? Why?</i>
<ul style="list-style-type: none"> hit a target on a wall with a tennis racket 	<i>Does force decrease? Why?</i>
<ul style="list-style-type: none"> hit a ball thrown to you using a racket 	<i>Did you find this more difficult? Why?</i>
<ul style="list-style-type: none"> hit a ball thrown to you using a bat 	
<ul style="list-style-type: none"> explore using a hurley 	
<ul style="list-style-type: none"> use all the correct technique outlined 	<i>Let's put it all together!</i>



This teacher-led exercise encourages guided discovery and allows pupils to identify the correct technique. Effective questioning can help to guide pupils in their learning.

TEACHER OBSERVATION

Common errors and feedback

Common Errors <i>Éarráid Choitianta</i>	Feedback <i>Aiseolas</i>
Eyes looking at the target area rather than the ball	Keep your eyes on the ball throughout
Body open, facing the target or not side on	Stand side on with your shoulder facing the target
The pupil stops swinging after contact resulting in poor contact	Follow through and around your body after contact is made
Hands too far apart or the wrong hand on top	Keep your hands close together and make sure your hand at the end of the implement matches your front foot
No weight transfer	Step into the striking action
Elbows/arms are bent during contact	Extend your arms fully at point of contact to ensure maximum force is generated

Striking with an Implement Rubric

	Exploring	Developing	Mastering
Eyes	<ul style="list-style-type: none"> Eyes only on the ball until contact is made 	<ul style="list-style-type: none"> Eyes only on the ball until contact is made 	<ul style="list-style-type: none"> Eyes can comfortably move from the ball to look up over the ball and assess surroundings
Trunk	<ul style="list-style-type: none"> Body facing the direction of the ball, not side on 	<ul style="list-style-type: none"> Body is side on for the striking action 	<ul style="list-style-type: none"> Body position is side on for the striking action
Transfer of weight	<ul style="list-style-type: none"> Feet are stationary with no step forward or transfer of weight 	<ul style="list-style-type: none"> Body weight transfers forward from back to front leg, however it moves before contact is made with the ball 	<ul style="list-style-type: none"> Body weight is shifted from the back leg to front leg and contact is made with the ball in one fluid movement
Contact	<ul style="list-style-type: none"> Force comes from straightening the elbows only 	<ul style="list-style-type: none"> Force comes from both the straightening of the elbows and the rotation of the hips and shoulders 	<ul style="list-style-type: none"> Strikes with a full extension of the arms during contact
Follow through	<ul style="list-style-type: none"> Very little follow through 		<ul style="list-style-type: none"> Follow through around the body

Description of Activity

Each pupil is given a unihoc stick and beanbags and invited to stand in a space in the playing area. Place the cones or spot markers randomly around the playing area. The teacher instructs the pupils to place their dominant writing hand at the top of the stick, the other hand below it further down the stick, and the beanbag on the ground beside them. Invite pupils to move freely around the playing area, dribbling the beanbag with the stick, keeping it as close to the implement as possible. When the pupil encounters a cone or marker they must stop the beanbag with the stick, turn and dribble in a different direction. On a signal, pupils must stop the beanbag and pass it to the pupil who is next to them.



Variations

- Vary the locomotor skill used to move e.g. skip, jump, walk, run etc.
- Vary the implement used to move the beanbag around the area, e.g. hurley, tennis racket etc.
- Introduce a ball instead of a beanbag.
- Include additional instruction such as dribble in a straight line, or in a curved or zig zag pattern, increase or decrease speed etc.

Equipment

An indoor or outdoor hard surface area, unihoc sticks, beanbags, cones or spot markers



- **Pause the activity at intervals to allow pupils to rest and stretch. Trap the beanbag underfoot, and reach the unihoc stick outwards in front of the body, then upwards over the head for a count of five.**
- **Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique, allow pupils to practise in isolation and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



- **Create a mini obstacle course at home and practise dribbling with a pair of socks.**



uirilis • liathróid beag • maide Unihoc • camán • druibleáil • treonna éagsúla

Description of Activity

Arrange pupils in pairs with one unihoc stick each and a ball between them. Invite pupil A to line up along the outer edge of the playing area, and pupil B to stand opposite facing them, three metres apart. Pupil A uses the unihoc stick to gently push the ball to pupil B along the ground. Pupil B attempts to control it with their unihoc stick before returning the pass. After a number of times practising in this way, invite pupils to increase the force or speed of the pass.



Variations

- Pupils take turns to throw or bounce the ball to their partner, who controls it and returns it with a pass. This option is useful if the number of unihoc sticks is limited.
- Vary the implement used to strike the ball, e.g. hurley, tennis racket etc.
- Vary the size of the ball, or use a beanbag.
- Increase or decrease the distance between each pupil.

Equipment

An indoor or outdoor hard surface area, unihoc sticks, balls of various sizes, beanbags



- **Pause the activity at intervals to allow pupils to rest and stretch. Trap the ball underfoot, and reach the unihoc stick outwards in front of the body, then upwards over the head for a count of five.**
- **Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



- **Practise this at home by using an implement to roll a ball against a wall.**



liathróid idir beirt • a rolladh ar an dtalamh • a smachtú • luas níos tapúla

Description of Activity

Arrange pupils in groups of four. Each group has one ball and one unihoc stick each. Each group stands behind a spot marker with a number of targets placed in front of them against a fence or wall, around five to seven metres away from the spot. Pupils take turns to place the ball on the spot, and strike the ball using the unihoc stick in an attempt to hit a target. After the strike, the pupil hands the unihoc stick to the next pupil in line, runs to retrieve the ball and hands it to the next pupil. Award a point each time a pupil hits a target. After each pupil in the group has taken three turns, add up the points for each group.



Variations

- Vary the implement used to strike the ball, e.g. hurley, tennis racket, hockey stick, etc.
- Vary the size of the ball, or use a beanbag.
- Increase or decrease the distance between the spots and the targets.

Equipment

An indoor or outdoor hard surface area with boundary walls, unihoc sticks (or other striking implements), balls of various sizes, beanbags, spot markers, targets (pictures, hoops, or nets)



- Ensure pupil safety by placing the striking spot a safe distance from where the group is lined up. Place a different cone as a marker for where the rest of the pupils line up.
- Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Practise this at home by using an implement to hit a target.



ceathrar i ngrúpa • spriocanna • sprioc a bhualadh • liathróid a bhualadh • liathróid a bhailiú



Description of Activity

Arrange pupils in groups and line each group up behind a cone along one edge of the playing area. Invite each group to set up three target squares using spot markers at one metre intervals from their cone, as shown in the image. Each group has a unihoc stick (or other striking implement) and a beanbag. Pupil A strikes the beanbag gently, aiming for it to stop travelling inside the first target square. Pupil A then hands the stick to the next person in line and runs to retrieve the beanbag. Pupil B then repeats the action. On the pupil's second turn, they must attempt to land their beanbag inside the second target square, and the game continues until pupils have successfully landed their object in each target square.



Variations

- Use a unihoc puc instead of a beanbag.
- Place the targets squares end to end from the first cone, without space in between.
- Pupils retrieve the beanbag or puc using the stick and dribble it back to the start.

Equipment

An indoor, hard surface playing area, cones, spot markers, unihoc sticks, unihoc pucs, beanbags



- Encourage pupils to change their strike from gentle to forceful when aiming for distant targets.
- Ensure pupils line up a safe distance back from the striker, use a cone to signify this safe zone.
- Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.



- Try this at home by setting up target zones in your garden, kitchen, hallway or driveway. Ask a grown-up to help you.



i líne taobh thiar den cón • cearnóg mar sprioc • láidreachta na buillí a athrú



Description of Activity

Each pupil is given a beanbag and a tennis racket (or bat). Pupils find a space in the playing area where they are not in contact with anyone else. Pupils extend the racket in front of their body, flat side facing upwards, and place the beanbag on the surface of the racket. Pupils must use the racket to toss the beanbag into the air and catch it on the racket on its return. Begin with a short, low toss and gradually increase the height. Remind pupils to soften their grip and cushion the beanbag as it returns to the racket.



Variations

- Vary the implement used to toss the beanbag, e.g. wooden spoon, hurley etc.
- Use a ball instead of a beanbag.
- Invite pupils to move around the space as they toss and catch the beanbag on the racket.
- Invite pupils to toss and continuously catch (bounce) the beanbag on the racket.
- Invite pupils to try to turn the racket over and back, alternately catching the beanbag on the opposite side of the racket.

Equipment

An indoor or outdoor hard surface area, tennis racket, paddle or bat, beanbags, balls of various sizes



- **Pause the activity at intervals to allow pupils to rest and stretch.**
- **Remind pupils to keep their eye on the beanbag.**
- **Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



- **At home, practise bouncing a ball on a racket. Investigate how many bounces you can do without dropping the ball.**



liathróid a chaitheamh san aer • a smachtú • raicéad • níos airde • greim a bhreith ar



Description of Activity

Arrange pupils in pairs and give each pair a ball and bat. Invite the pupils to find a space within the playing area. Pupil A must balance the ball on the bat from a standing position, and maintain control of it while following instructions from pupil B such as:

- jump your feet together
- jump your feet apart
- stand heel to toe
- stand on one leg
- stand on your heels
- stand on tippy toes
- hold the racket in one hand and rub your head with the other
- hop on one foot
- toss the ball in the air and catch it on the racket
- bounce the ball in the air five times and catch it in your hand.

After a designated amount of time, or five instructions from Pupil B, pupils swap roles and continue the activity.



Variations

- Vary the implement used, e.g. hurley, tennis racket etc.
- Vary the size of the ball, or use a beanbag.

Equipment

An indoor or outdoor hard surface area, bats or tennis rackets, balls of various sizes, beanbags



- Remind pupils to keep their eye on the ball to maintain control of it.
- Provide feedback to individuals while they perform the striking action during the activity.



- In your PE journal, draw a picture of you balancing a ball on a bat.



liathróid a choiméad cothrom • gluaiseachtaí éagsúla • cosa le chéile • cos amháin • ar na barraicíní

Description of Activity

Arrange the pupils in pairs and give each pair a ball, a unihoc stick and a spot marker. Invite pairs to spread out along the boundary wall and to place their spot marker one metre away from the boundary wall. Pupil A holds the unihoc stick and begins in a kneeling position on the spot facing onto the wall. Pupil B hands the ball to pupil A, who places the ball on the ground and strikes the ball against the wall using the stick. Pupil B then returns it to pupil A, who repeats the action five times. Pupils swap roles and repeat the activity.



Variations

- Increase the distance between the spot and the wall from one metre up to five metres.
- Instead of pupil B retrieving the ball each time, pupil A is encouraged to stop the ball on the rebound and strike it back against the wall five times before swapping roles, or to strike it continuously without stopping it.
- Vary the implement used to strike the ball, e.g. hurley, tennis racket, hockey stick, bat etc.
- Vary the size of the ball, or use a beanbag.
- Practise striking from a standing position on the spot

Equipment

An indoor or outdoor hard surface area with boundary walls, unihoc sticks (or other striking implements), balls of various sizes, beanbags, spot markers



- **Pause the activity at intervals to allow pupils to rest and stretch. Trap the ball underfoot, and reach the unihoc stick outwards in front of the body, then upwards over the head for a count of five.**
- **Pause the activity at intervals to focus on the specific teaching points for striking with an implement in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individuals while they perform the striking action during the activity.**



- **Practise striking a ball against a wall with an implement. Ask a grown-up to count how many times you can do this without stopping it or losing control of it.**



ag imirt ina naonair/i mbeirteanna • ar na glúine • scór a choiméad • liathróid a stopadh • go leanúnach

Description of Activity

Arrange pupils in groups of three or four and give each group a racket and a ball. Each group lines up behind a cone along the edge of the playing area. Place another cone approximately five metres away from the starting cone in front of each group. On a signal the first pupil in each group travels out around the opposite cone whilst bouncing the ball on the ground using the racket or bat and returns to their group. Continue the activity until all pupils have had a turn, then increase the distance between the cones and play again.



Variations

- Vary the locomotor skill used to travel, e.g. walk, run, jump, skip etc.
- Pupils use one hand to hold the racket on the way out and the other on the way back.
- Bounce the ball on the racket instead of bouncing it to the ground.

Equipment

An indoor, hard surface playing area, cones, tennis rackets and tennis balls (or bats and bouncy balls)



- Encourage pupils to keep their eye on the ball. If the ball drops, the pupil retrieves it and continues on.
- Ensure there is adequate space between each group and that pupils are not crossing the path of other groups.



- Practise bouncing a ball in this way at home. Ask a grown-up to time you to investigate if you can keep bouncing for twenty seconds.



triúr nó ceathrar • cóin i líne • deich méadar • comhartha • liathróid a phreabadh • raicéad • maide

INDEX

LOCOMOTOR SKILLS

Walking	007
The remote control	012
Safari adventure	013
Road trip	014
Train station	015
Rollercoaster madness	016
Line walking	017
Running	019
Cari on running	025
Traffic lights	026
Move like an animal	027
Go grab it	028
Lifesaver tag	029
Scavenger hunt	030
Builders and bulldozers	031
The hoop run	032
Hopping	033
Spot hop	038
Discover-hop	039
Find someone who	040
The wind blew	041
Rabbit in the burrow	042
Hopping tag	043
Mazes	044
Long hop relay	045
Skipping	047
Skip like a...	052
I see	053
Skipping musical spots	054
Poison circle	055
Mouse in the house	056
Rat pack	057
Dog and bone	058
Letters	059

Jumping	061
Discover jump	072
Island jumping	073
Jumping spots	074
Jumping Jamie	075
Lion safari	076
Shopkeeper	077
Creature alley	078
Bunny chase	079

Dodging	081
Musical statues	086
Laughing tag	087
Shark attack	088
Three blind mice	089
Drop the biscuit	090
Frost and sun	091
Catch me	092
Dodger cars	093

Side stepping	095
Touch the spot, over the spot	101
Duck duck goose	102
Closing the space	103
Side step to the rescue	104
Fox and hen	105
Monkey in the middle	106
Cats and birds	107
The side stepping square	108

STABILITY SKILLS

Balancing	109
Walk the line	114
Spot balance	115
Copy me balancing	116
Mirror tag	117
Follow the leader balance	118
Jewel thief	119
Roly poly	120
Body balance	121

Landing	123
Wide stance cowboys	128
Shadow move	129
Jump, land like me	130
Mr. Wolf	131
In the jungle	132
Over the stream	133
Jack be nimble	134
Hoop jump	135

MANIPULATIVE SKILLS

Catching	137
Catch it if you can!	142
Roll and react	143
Bounce and react	144
Roll, bounce, play	145
Bounce pass	146
Sit and bounce	147
Hot potato	148
Catch and crouch	149

Throwing	151
Partner throw	157
Litterbug	158
Underarm hoop pass	159
How far can you throw	160
Hoop ball	161
Target throw	162
Knock em down pinball	163
Catch the leader	164

Kicking	165
Kick the bag	171
Beanbag shadow	172
Beanbag flick	173
Flick and score	174
Happy feet	175
Top shelf	176
Ground kick to partner	177
Through the gate	178

Striking with the hand	179
Keep it steady	185
Balloon tennis	186
Balloon bump	187
Hand to hand strike	188
Overhead volley	189
Bouncing wall strike	190
Knock down	191
Dribble, dribble	192

Striking with an implement	193
Dribble, dribble	199
First touch control	200
Target strike	201
The force be with you	202
Toss the pancake	203
Bat and ball balancing	204
Knee strike	205
Racket relay	206



This resource is available to download from
pdst.ie/publications and scoilnet.ie/pdst/physlit